GRADE 3 • TEKS PRACTICE — TEACHER KEY

Little Legends, Big Dreams: The Classroom Challenge | Answer Key + Alignment

Assessment structure: 12 multiple-choice questions (1 point each) and 2 short written responses (4 points each). Total = 20 points.

ANSWER KEY & SKILL MAP

1. A — Create something that improves the school | TEKS 3.8(C): Identify the central challenge.

2. B — She creates a schedule and gives everyone jobs. | TEKS 3.8(B): Connect a character's actions to a trait.

3. C — They each believe their own idea is best. | TEKS 3.6(F): Infer the cause of the disagreement.

4. D — Combine ideas into a space for everyone. | TEKS 3.8(C): Identify a turning point in the plot.

5. A — Less hopeful about succeeding | TEKS 3.3(B): Use context to determine word meaning.

6. B — The children change their plan to use available resources. | TEKS 3.8(C): Identify correct sequence.

7. C — Five friends combine talents and solve problems to improve their school. | TEKS 3.7(D): Retell the text while preserving its key events.

8. D — The plan is too large and some supplies are too costly. | TEKS 3.8(C): Identify central conflict and complications.

9. A — He has decided to try again with a revised plan. | TEKS 3.6(F): Infer feelings and intentions from actions.

10. B — It is the school the students are working to improve. | TEKS 3.8(D): Explain how the setting influences events.

11. C — People with different strengths can accomplish more together. | TEKS 3.8(A): Infer theme rather than topic.

12. D — They cooperate and use different talents to overcome obstacles. | TEKS 3.10(A): Explain the author's message through the ending.

CONSTRUCTED RESPONSES

13. Sample: The group first plans a large space but lacks money and equipment. They decide to start small, use existing school computers, ask for donated books and supplies, and reduce the size of Jay's mural. TEKS 3.7(B), 3.7(C), 3.8(C).

14. Sample: A theme is that people with different talents achieve more when they work together. Liam suggests combining ideas, Mia organizes jobs and donations, and Jay adjusts the mural plan to fit the space. TEKS 3.8(A), 3.7(C).

WRITTEN-RESPONSE RUBRIC — EACH RESPONSE / 4 POINTS

4: Accurate response, specific and sufficient text details, clear explanation.
3: Accurate response, relevant details, mostly clear explanation.

2: Partial response, limited details, or weak explanation.
1: Minimal relevant response with little evidence.
0: Blank or unrelated response.

INTERPRETING RESULTS

Suggested classroom use only (not official state cut scores): 18–20 strong; 15–17 developing well; 11–14 needs targeted practice; 0–10 needs guided reteaching. Review missed skills rather than relying on total score alone.

GRADE DIFFERENTIATION

Grade 2: Read the story aloud and allow oral responses or sentence starters; use questions 1–8. Grade 3: Use the full assessment. Grade 4: Require more precise evidence, expanded written explanations, and compare how two characters contribute to the theme.

STANDARD NOTES

Texas Grade 3 English Language Arts and Reading TEKS, 19 TAC §110.5. The assessment samples selected expectations including vocabulary, comprehension, response, plot/characters/theme, and author's message. Codes: 3.3(B), 3.6(F), 3.7(B–D), 3.8(A–D), 3.10(A). Check current TEA guidance when adopting for a district curriculum.

Source: Texas Education Agency, Grade 3 TEKS (June 2024 compilation): https://tea.texas.gov/academics/curriculum-standards/teks/grade3-teks-062024.pdf

This practice assessment is independently authored for For the Kids Books; it is not an official STAAR exam or TEA-endorsed resource.