

Georgia Milestones

Assessment System



Study/Resource Guide for Students and Parents

Grade 3



The Study/Resource Guides are intended to serve as a resource for parents and students. They contain practice questions and learning activities for each content area. The standards identified in the Study/Resource Guides address a sampling of the state-mandated content standards.

For the purposes of day-to-day classroom instruction, teachers should consult the wide array of resources that can be found at www.georgiastandards.org.

Study/Resource Guide

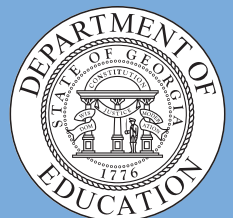


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THE GEORGIA MILESTONES ASSESSMENT SYSTEM



Dear Student,

This **Georgia Milestones Grade 3 Study/Resource Guide for Students and Parents** is intended as a resource for parents and students. It contains sample questions and helpful activities to give you an idea of what test questions look like on Georgia Milestones and what the Grade 3 End-of-Grade (EOG) assessment covers.

These sample questions are fully explained and will tell you why each answer is either correct or incorrect.

Get ready—open this guide—and get started!

HOW TO USE THIS GUIDE

Let's get started!

* **Get it together!**

- This guide
- Pen or pencil
- Highlighter
- Paper

* **Gather materials**

- Classroom notebooks
- Textbooks

* **Study space**

- Find a comfortable place to sit.
- Use good lighting.
- Time to focus—no TV, games, or phones!

* **Study time**

- Set aside some time after school.
- Set a goal—how long are you going to study?
- Remember—you cannot do this all at one time.
- Study a little at a time every day.

* **Study buddy**

- Work with a friend, sister, brother, parent—anyone who can help!
- Ask questions—it is better to ask now and get answers.
- Make sure you know what you need to do—read the directions before you start.
- Ask your teacher if you need help.

* **Test-taking help**

- Read each question and all of the answer choices carefully.
- Be neat—use scratch paper.
- Check your work!



PREPARING FOR TAKING TESTS

Getting ready!



Here are some ideas to think about before you take a test.

- Get plenty of rest and eat right. Take care of your body and your mind will do the rest.
- If you are worried about a test, don't be. Talk with a teacher, parent, or friend about what is expected of you.
- Review the things you have learned all year long. Feel good about it.
- Remember that a test is just one look at what you know. Your class work, projects, and other tests will also show your teachers how much you have learned throughout the year.

Try your best!

OVERVIEW OF THE END-OF-GRADE ASSESSMENT

What is on the End-of-Grade Assessment?

* English Language Arts (ELA)

* Mathematics

TYPES OF ITEMS

* **Selected-response items**—also called multiple-choice questions

- English Language Arts (ELA) and Mathematics
- There is a question, problem, or statement that is followed by four answer choices.
- There is only ONE right answer, so read EACH answer choice carefully.
- Start by eliminating the answers that you know are wrong.
- Then look for the answer that is the BEST choice.

* **Technology-enhanced items**—also called multiple-select or two-part questions

- English Language Arts (ELA) and Mathematics
- There is a question, problem, or statement.
- In a multiple-select question, you will be asked to select more than one right answer.
- In evidence-based selected-response (EBSR) questions, you will be asked to answer the first part of the question. Then, you will answer the second part of the question based on how you answered the first part.
- Read the directions for each question carefully.
- Start by eliminating the answers you know are wrong.

* **Constructed-response items**

- English Language Arts (ELA) and Mathematics
- There is a question, problem, or statement but no answer choices.
- You have to write your answer or work out a problem.
- Read the question carefully and think about what you are asked to do.
- In English Language Arts (ELA), go back to the passage to look for details and information.
- You will be scored on accuracy and how well you support your answer with evidence.

* **Extended constructed-response items**

- English Language Arts (ELA) and Mathematics
- These are similar to the constructed-response items.
- Sometimes they have more than one part, or they require a longer answer.
- Check that you have answered all parts of the question.

* **Extended writing-response**

- English Language Arts (ELA) only
- There is a question, problem, or statement.
- You may be asked to do more than one thing.
- You will be asked to read two passages and then write an essay.
- You will be scored on how well you answer the question and the quality of your writing.
- Organize your ideas clearly.
- Use correct grammar, punctuation, and spelling.
- Support your answer with evidence from the text.

DEPTH OF KNOWLEDGE

Test questions are designed with a Depth of Knowledge (DOK) level in mind. As you go from Level 1 to Level 4, the questions get more and more challenging. They take more thinking and reasoning to answer. You may have experienced these types of questions in your classroom as your teachers find ways to challenge you each day.

A Level 1 item may not require as much thinking as a Level 4 item—but that does not mean it’s easy.

A Level 4 item may have more than one part or ask you to write something.

Here is some information to help you understand just what a DOK level really is.

Level 1 (Recall of Information)

- * Identify, list, or define something.
- * Questions may start with *who*, *what*, *when*, and *where*.
- * Recall facts, terms, or identify information.

Level 2 (Basic Reasoning)

- * Think about things—it is more than just remembering something.
- * Describe or explain something.
- * Answer the questions “how” or “why.”

Level 3 (Complex Reasoning)

- * Go beyond explaining or describing “how and why.”
- * Explain or justify your answers.
- * Give reasons and evidence for your response.
- * Make connections and explain a concept or a “big idea.”

Level 4 (Extended Reasoning)

- * Complex thinking required!
- * Plan, investigate, or apply a deeper understanding.
- * These items will take more time to write.
- * Connect and relate ideas.
- * Show evidence by doing a task, creating a product, or writing a response.

Depth of Knowledge

Level 1—Recall of Information

Level 1 asks you to identify, list, or define. You may be asked to recall *who*, *what*, *when*, and *where*. You may also be asked to recall facts and terms or identify information in documents, quotations, maps, charts, tables, graphs, or illustrations. Items that ask you to “describe” and/or “explain” could be Level 1 or Level 2. A Level 1 item requires that you just recall, recite, or repeat information.

Skills Demonstrated	Question Cues
<ul style="list-style-type: none"> • Make observations • Recall information • Recognize formulas, properties, patterns, processes • Know vocabulary, definitions • Know basic concepts • Perform one-step processes • Translate from one representation to another • Identify relationships 	<ul style="list-style-type: none"> • Tell who, what, when, or where • Find • List • Define • Identify; label; name • Choose; select • Compute; estimate • Express as • Read from data displays • Order

Level 2—Basic Reasoning

Level 2 includes some thinking that goes beyond recalling or repeating a response. A Level 2 “describe” and/or “explain” item would require that you go beyond a description or explanation of information to describe and/or explain a result or “how” or “why.”

Skills Demonstrated	Question Cues
<ul style="list-style-type: none"> • Apply learned information to abstract and real-life situations • Use methods, concepts, and theories in abstract and real-life situations • Perform multi-step processes • Solve problems using required skills or knowledge (requires more than habitual response) • Make a decision about how to proceed • Identify and organize components of a whole • Extend patterns • Identify/describe cause and effect • Make basic inferences or logical predictions from data or text • Interpret facts • Compare or contrast simple concepts/ideas 	<ul style="list-style-type: none"> • Apply • Calculate; solve • Complete • Describe • Explain how; demonstrate • Construct data displays • Construct; draw • Analyze • Extend • Connect • Classify • Arrange • Compare; contrast • Predict

Level 3—Complex Reasoning

Level 3 requires reasoning, using evidence, and thinking on a higher level than Level 1 and Level 2. You will go beyond explaining or describing “how and why” to justifying the “how and why” through reasons and evidence. Level 3 items often involve making connections across time and place to explain a concept or a “big idea.”

Skills Demonstrated	Question Cues
<ul style="list-style-type: none"> • Solve an open-ended problem with more than one correct answer • Create a pattern • Generalize from given facts • Relate knowledge from several sources • Draw conclusions • Translate knowledge into new contexts • Compare and discriminate between ideas • Assess value of methods, concepts, theories, processes, and formulas • Make choices based on a reasoned argument • Verify the value of evidence, information, numbers, and data 	<ul style="list-style-type: none"> • Plan; prepare • Create; design • Ask “what if?” questions • Generalize • Justify; explain why; support; convince • Assess • Rank; grade • Test; judge • Recommend • Select • Conclude

Level 4—Extended Reasoning

Level 4 requires the complex reasoning of Level 3 with the addition of planning, investigating, applying deeper understanding, and/or developing that will require a longer period of time. You may be asked to connect and relate ideas and concepts *within* the content area or *among* content areas in order to be at this highest level. The Level 4 items would be a show of evidence—through a task, a product, or an extended response—that the higher level demands have been met.

Skills Demonstrated	Question Cues
<ul style="list-style-type: none"> • Analyze and synthesize information from multiple sources • Examine and explain alternative perspectives across a variety of sources • Describe and illustrate how common themes are found across texts from different cultures • Apply mathematical models to illuminate a problem or situation • Design a mathematical model to inform and solve a practical or abstract situation • Combine and synthesize ideas into new concepts 	<ul style="list-style-type: none"> • Design • Connect • Synthesize • Apply concepts • Critique • Analyze • Create • Prove

ENGLISH LANGUAGE ARTS (ELA)

DESCRIPTION OF TEST FORMAT AND ORGANIZATION

The Grade 3 English Language Arts (ELA) EOG assessment has a total of 61 items.

You will answer a variety of item types on the test. Some of the items are selected-response (multiple-choice), which means you choose the correct answer from four choices. Some items will ask you to write your response using details from the text. There will also be a writing prompt that will ask you to write an essay.

The test will be given in three sections.

- Section 1 will be given on Day 1. You will be given a maximum of 90 minutes to complete the section.
- Sections 2 and 3 will be given over one or two days. You may have up to 85 minutes to complete each section.

CONTENT

The Grade 3 English Language Arts (ELA) EOG assessment will measure the Grade 3 standards that are described at www.georgiastandards.org.

The content of the assessment covers standards that are reported under these domains:

- Reading and Vocabulary
- Writing and Language

There are two kinds of texts—literary and informational text.

There are two kinds of essays students may be asked to write—an opinion piece and an informational or explanatory piece.

Students will also write an extended constructed-response using narrative techniques. Students may be asked to continue a story or perhaps write a new beginning, for example. The stimulus text may be literary or informational. (Item 6 on page 30 gives an example of a prompt that requires a narrative response.)

ITEM TYPES

The English Language Arts (ELA) portion of the Grade 3 EOG assessment consists of selected-response (multiple-choice), technology-enhanced (two-part questions that are evidence-based selected-response [EBSR] or multiple-select questions), constructed-response, extended constructed-response, and extended writing-response items.

ENGLISH LANGUAGE ARTS (ELA) DEPTH OF KNOWLEDGE EXAMPLE ITEMS

Example items that represent applicable DOK levels are provided for you on the following pages. The items and explanations of what is expected of you to answer them will help you prepare for the test.

All example and sample items contained in this guide are the property of the Georgia Department of Education.

Example Item 1

Selected-Response

DOK Level 1: This is a DOK level 1 item because it requires the student to identify the correct comparative form of an irregular adjective.

English Language Arts (ELA) Grade 3 Content Domain II: Writing and Language

Standard: ELAGSE3L1g. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

Read the sentence.

Ashley plays basketball well, but Tina is _____.

Which word BEST completes the sentence?

- A. gooder
- B. more good
- C. better
- D. best

Correct Answer: C

Explanation of Correct Answer: The correct answer is choice (C) better. This is the correct comparative form of an irregular adjective. Choices (A) and (B) are incorrect because they follow the rule for some regular adjectives. Choice (D) is incorrect because it is the superlative form and the comparison is of only two subjects.

Read the article and answer example items 2 and 3.

Island Giants

At one time, every continent in the world had giant tortoises. A tortoise is like a turtle, but tortoises live only on land. For many reasons, giant tortoises can now be found only on a few islands. Most of the giant tortoises live on the Galápagos [ga-LA-puh-gus] Islands in the Pacific Ocean. Their numbers have been going down for hundreds of years. But now people are helping them to return.

The Galápagos Islands were named after the many giant Galápagos tortoises that live there. A Galápagos tortoise can grow to be five feet long. It can weigh up to 500 pounds. There are 12 different kinds of these giant animals. The biggest difference is in the shape of their shells. They can have a high, round shell. The shell can also be flatter. Every island in the Galápagos Islands has its own kind of tortoise.

Many of the Galápagos tortoise's problems started with people. Galápagos tortoises like to eat grass. Hundreds of years ago, people brought goats to the Galápagos Islands. The goats ate up so much grass that there was nothing for the tortoises to eat. Also, sailors took the tortoises onto their ships and used them for food.

Around 40 years ago, some people who wanted to help the tortoises took the goats away from the islands. They also brought more tortoises back onto the islands. There are now more Galápagos tortoises than there were 40 years ago. Let's hope the number of these amazing animals continues to grow!

Example Item 2

Selected-Response

DOK Level 2: This is a DOK level 2 item because students must use details to determine the main idea of the text.

English Language Arts (ELA) Grade 3 Content Domain I: Reading and Vocabulary

Genre: Informational

Standard: ELAGSE3RI2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

Which sentence BEST states the main idea of the passage?

- A. Though Galápagos tortoises used to live only on some islands, they are now found in many places.
- B. People are helping the Galápagos tortoises in many ways so that the number of tortoises is going up.
- C. Removing goats from the islands of Galápagos tortoises has helped increase the food supply for tortoises.
- D. Galápagos tortoises and turtles are similar, but turtles have not experienced as many problems as tortoises.

Correct Answer: B

Explanation of Correct Answer: The correct answer is choice (B) People are helping the Galápagos tortoises in many ways so that the number of tortoises is going up. The author describes how people have taken away the goats and have brought more tortoises to the island to try to help increase the tortoise population. Choice (A) is incorrect because the tortoises are not found in many places. Choice (C) is incorrect because it is a supporting detail and not a main idea. Choice (D) is incorrect because it is partly a supporting detail and partly an unsupported inference.

Scoring Rubric

Points	Description
2	<p>The exemplar shows a full-credit response. It achieves the following:</p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to describe the logical connection between particular paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) • Includes specific examples/details that make clear reference to the text • Adequately explains the logical connection between particular paragraphs in a text with clearly relevant information based on the text
1	<p>The exemplar shows a 1-point response. It achieves the following:</p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to describe the logical connection between particular paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) • Includes vague/limited examples/details that make reference to the text • Explains the logical connection between particular paragraphs in a text with vague/limited information based on the text
0	<p>The exemplar shows a response that would earn no credit. It achieves the following:</p> <ul style="list-style-type: none"> • Gives no evidence of the ability to describe the logical connection between particular paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence)

Exemplar Response

Points Awarded	Sample Response
2	<p>The author uses cause and effect to show how people have changed the number of tortoises on the island. Paragraph 3 shows how people caused the number of tortoises to go down. It says people brought goats to the island, and the goats ate all of the grass that the tortoises normally ate. Also, sailors ate the tortoises. Paragraph 4 shows the effects of people taking away the goats and bringing more tortoises to the island. The effect is there are now more tortoises on the island than there have been in the last 40 years.</p>
1	<p>The author uses cause and effect in paragraphs 3 and 4 to show the changing number of tortoises on the island. People caused tortoises to go away a hundred years ago and now people are making them come back to the island.</p>
0	<p>This article is about giant tortoises that live on islands in the Pacific Ocean. Paragraphs 3 and 4 are about why the number of large tortoises that live on islands has changed.</p>

Example Item 4

Extended Writing-Response

DOK Level 4: This is a DOK level 4 item because it requires students to connect information and write a response.

English Language Arts (ELA) Grade 3 Content Domain II: Writing and Language

Genre: Informational

Standards:

ELAGSE3W2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

ELAGSE3L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

ELAGSE3L2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

This section of the test assesses your skill to comprehend reading passages and use information from the passages to write an informational piece.

Before you begin writing your piece, you will read two passages.

As you read the passages, think about details you may use in an informational piece about roller skates.

These are the titles of the passages you will read:

1. The History of Roller Skates
2. The Skates in the Closet

The History of Roller Skates

Joseph Merlin was a French man who liked to make new things. He also liked to ice skate. In 1760, he decided to try to make skates that could go on dry land. He put wheels on a pair of boots. Those were the first roller skates. He wore them to a party to show them to people. He couldn't stop his skates. He crashed into a mirror!

Over the years, roller skates went through many changes. One big change was made in 1863. A man named James Plimpton made a very useful kind of roller skates. These skates had four wooden wheels. Two were attached next to each other near the toe. Two wheels were put next to each other near the heel. This made them easier to control. These skates were called "quads." People made the wheels from different materials, like metal and plastic. They became very popular.

Quads were the main kind of roller skates until 1979. That was when two ice hockey players tried something new. They wanted to try to play hockey on land. They put the four wheels in one row. They made the wheels from a kind of plastic that was soft and tough. They put these wheels on a hockey boot. The wheels were thinner than the wheels on the quads. Skaters could go faster and make turns more easily. They put a rubber piece on the front that skaters used for stopping by pointing their toes down. They are called in-line skates. People keep making in-line skates better and better. They are making the wheels out of better plastic. They are making them easier to stop. What do you think will be the next big change in roller skates?

The Skates in the Closet

Amy loved ice skating. Every Saturday she would go to the Ice House in Bayside and skate for hours. She could do turns and leaps. She could skate faster than most adults. She felt like she was in her own world when she was skating.

When she had just turned nine years old, Amy spent a week at her grandmother's house. One day her grandmother said Amy could explore her closet. Amy's grandmother kept a lot of old things in there. Amy found an old red shoebox. It was very heavy when she lifted it up. When she took off the lid, she understood why the box was so heavy. Inside were her grandmother's old roller skates! Each shoe had four wheels attached to it: two on the front near the toes, and two near the heels. She slipped her feet into the skates. Her feet fit perfectly.

She decided to try them out. She stood up and made her way slowly to the door. She stepped out onto the driveway and pushed herself off. The first thing she noticed was that the ride was very bumpy. The sound of the metal wheels rolling on the driveway was loud. It was easy to stand up, but hard to actually get going fast. She skated to the end of the driveway. Even though she was going slowly, she didn't know how to stop! She managed to scrape her heel on the ground to slow down enough to try to turn around. It was like turning a boat. Slowly, she got used to the feel of the skates. After a while, she could go a little faster. She could turn in wide circles. She could stop when she needed to, but it wasn't easy. She practiced on them for the whole week. Her grandmother let her keep the skates.

When she went back to the skating rink, she felt like she was flying. It felt so strange to be able to do all the things on the ice she wanted to do. Still, every once in a while she took the old roller skates out of the box and rolled around the neighborhood, pretending she was her grandmother in the old days.

The following is an example of a seven-point response. See the seven-point, two-trait rubric for a text-based informational/explanatory response on pages 69 and 70 to see why this example would earn the maximum number of points.

There are many differences between older roller skates and in-line skates. For one thing, the wheels are in different places. Older roller skates had two wheels on the front and two near the heel. The wheels on in-line skates have all the wheels lined up in a row.

Their wheels are made of different kinds of materials. Amy's grandmother's skates had metal wheels. Roller skate wheels could also be made of wood or plastic. On the other hand, in-line skates all have soft plastic wheels. That is why in-line skates aren't as bumpy as roller skates. They also aren't as loud. With the older roller skates, it was harder to turn and harder to stop.

ENGLISH LANGUAGE ARTS (ELA) CONTENT DESCRIPTION AND ADDITIONAL SAMPLE ITEMS

In this section, you will find information about what to study to prepare for the Grade 3 English Language Arts EOG assessment. This includes main ideas and important vocabulary words. This section also contains practice questions, with explanations of the correct answers, and activities that you can do on your own or with your classmates or family to prepare for the test.

All example and sample items contained in this guide are the property of the Georgia Department of Education.

Unit 1: Reading Literary Text

READING PASSAGES: LITERARY TEXT

CONTENT DESCRIPTION

The literary passages in the English Language Arts test are used to identify main ideas and details, cite evidence, determine themes, and understand vocabulary.

Key Ideas and Details

- Look for ideas and details that tell you what the passage is about.
- Use these ideas and details when writing or speaking about the passage.
- Look for the central message, moral, or lesson as you read. Ask yourself, “What is this about?”
- Think about how a character’s traits, motivations, or feelings contribute to the sequence of events in a passage.
- Retell stories, like fables, folktales, and myths.

Craft and Structure

- Make sure you understand the words and phrases as you read.
- Look at the structure of the passage. Pay attention to how the parts of the passage (e.g., section, chapter, scene, stanza) build on earlier parts.
- Think about how the narrator or a character views a situation or what beliefs they hold about something.
- Think about how your point of view is similar to or different from the narrator’s or character’s point of view in the passage.

Integration of Knowledge and Ideas

- Look at the pictures or drawings that are in the passage. Think about how these images help you understand something in the passage.
- Think about the similarities and differences in two passages. Understand how the information is connected in the passages.
- Use your knowledge of themes, settings, plots, and other story elements when you compare and contrast passages about the same or similar characters.

KEY TERMS

Literary text: Passages that are stories, dramas, or poems. (RL)

Explicit: An idea or message stated by the writer. The author tells the readers exactly what they need to know. (RL1)

Fable: A story that usually has animals as characters and teaches a lesson or moral. (RL2)

Folktale: A traditional story that is usually shared by storytelling. (RL2)

Myth: A story that is believed by many but is untrue. Myths are often used to explain practices, beliefs, or natural events. (RL2)

Central message: The idea or theme the literary text communicates. For example, if a story is about a student who moves to a new town and has no one to play with at first, the central message may be loneliness or not fitting in. The central message is usually a moral or lesson. (RL2)

Recount: Writing an explanation of the key details of a passage in the order they happened and in a way that supports the central message of the passage. The explanation may include information about the setting, plot, and characters in the passage. (RL2)

Setting: Where and when a story takes place, including the time of day, the season, or a location. (RL2, RL7, RL9)

Plot: The events in the beginning, middle, and end of the story. (RL2, RL5, RL9)

Character: A person or thing in a work of literature. Goldilocks is a character in “Goldilocks and the Three Bears.” Every person or thing in a work of literature has **character traits**, which are actions or attitudes that make up the character’s personality. One of Goldilocks’s traits is that she is curious. The bears’ character traits are anger and surprise that someone has eaten their food. A character’s **motive** is the reason why a character acts a certain way in the work of literature. One of Goldilocks’s motives is hunger. This is why she eats the bears’ porridge. (RL2, RL3, RL7)

Sequence: The order of events in a story. For example, all stories have a beginning, a middle, and an end. (RL2, RL3)

Vocabulary: The meanings of words and phrases, and how they are used in the story. (RL4)

Non-literal language: To understand non-literal, or figurative, language you have to do more than define the words in the phrase. You need to distinguish between literal and figurative meanings of words and phrases. **Literal** refers to the “primary meaning of a word or phrase.” For example, if someone describes recess by saying, “It was a zoo,” he or she is using non-literal language. Recess was noisy with many different people running around; it was not literally a zoo.

Examples of figurative language are similes and metaphors. **Similes** make comparisons using a linking word such as *like*, *as*, or *than*. (Her shirt was as green as the grass.) A **metaphor** makes a comparison without a linking word. If someone describes clouds by saying, “The clouds were whipped cream,” that person is using a metaphor. The clouds looked like whipped cream, but they were not literally whipped cream. (RL4)

Chapter: A section of a book. Books are often divided into chapters. (RL5)

Scene: A section of a drama or play. Plays are often divided into scenes. (RL5)

Stanza: A section of a poem. Poems are often divided into stanzas. (RL5)

Point of view: The opinion of the author. Your opinion may differ from the opinion of the author writing a passage. (RL6)

Narrator: The character who tells the story in a literary text from his or her point of view. (RL6)

Mood: The feeling that the author creates. The author may create the mood by describing characters, settings, and events. (RL7)

Illustrations: Artwork that shows the events in a story. Illustrations can be a powerful storytelling tool. (RL7)

Compare vs. contrast: Comparing is analyzing two things, such as characters or stories, in relation to each other, while contrasting is specifically analyzing the *differences* between two things, such as two different characters or stories. (RL9)

Important Tips

- ✍ Use details to support ideas and to answer *what* you know and *how* you know it.
- ✍ When responding to an item, try to answer the question being asked before you read the answer choices.
- ✍ Look for familiar prefixes, suffixes, and word roots to help you decide the meaning of an unknown word.

Sample Items 1–6

Read the story and answer questions 1 through 6.

The Red Shell

Sandra ran out the door of the house and down the path to the beach one last time. The wind was blowing strong off the ocean, as if to drive all people away. Sandra felt like she had a hole in her stomach. She needed something to take back home with her, something to remember the last wonderful month. A small wave of water came toward her. The water rolled up to her ankles as she scanned the sand for treasure. She picked up a flat grey rock, looked at it, and skipped it across the water. She pushed a green shiny lump with her toe, but it turned out to be the end of a long piece of seaweed. Then she saw a small red shell in the shape of a cone. She picked it up and saw that it was not broken. She held it against her heart for a moment and closed her eyes. Then she put it in her pocket and ran back to the house, having said her goodbyes to the ocean.

Two weeks later, Sandra sat on her bed pulling off her socks. She had just come home from school. She saw that her red shell was not on the windowsill by her bed.

Sandra stormed into the kitchen. Her 4-year-old sister was under the kitchen table.

“Nina, did you take my shell?” she asked.

Nina began to cry and hugged a table leg.

“Can you tell me where it is?”

“I don’t remember. I’m sorry.”

Sandra went back to the room she shared with Nina and began to look for the shell on Nina’s side of the room. She looked in her drawers and in her closet. Under Nina’s bed there was a dark rectangular shape. Sandra flattened herself and stretched out far enough to get it out with her fingertips.

It was a green wooden box that Sandra remembered. A year ago, when Sandra was 7, the box had contained a small blown glass bottle—a gift from her grandmother. Sandra opened the box, which now contained Nina’s things. Inside, there were five colored beads, a small red ball with a white heart on it, and a blue envelope with a lump in it. She turned over the envelope and her red shell fell out, along with a folded piece of paper. She flattened the paper out. It was a drawing she had made a few months before and had forgotten about. It showed a very large Sandra holding a very small Nina over her head. They both had huge smiles on their faces.

She could still barely hear Nina crying softly in the kitchen. She went and sat down next to her, took her hand, and put the shell in it.

“It’s okay, Nina. Keep it,” she said softly.

Nina took it in her hands. “But it’s yours.” She held it out to Sandra.

“Come with me,” said Sandra. She led Nina into the bedroom. She plucked the glass bottle off her desk and placed it on the table between their beds. Then she took the shell from Nina’s hand and rested it in the mouth of the bottle.

“Now it belongs to both of us,” she said.

Item 1**Selected-Response**

Which word **BEST** describes how Sandra feels about leaving the ocean?

- A. angry
- B. bored
- C. excited
- D. unhappy

Item 2**Selected-Response**

Read the sentences from the story.

She saw that her red shell was not on the windowsill by her bed. Sandra stormed into the kitchen.

Which word **BEST** explains the meaning of the word *stormed*?

- A. fell
- B. jumped
- C. rushed
- D. walked

Item 3**Selected-Response**

Read the paragraph.

Sandra ran out the door of the house and down the path to the beach one last time. The wind was blowing strong off the ocean, as if to drive all people away. Sandra felt like she had a hole in her stomach. She needed something to take back home with her, something to remember the last wonderful month.

Which choice **BEST** explains what is meant in the underlined sentence?

- A. Sandra feels sick.
- B. Sandra feels sad.
- C. Sandra feels angry.
- D. Sandra feels excited.

Item 4

Evidence-Based Selected-Response Technology-Enhanced

This question has two parts. Answer Part A, and then answer Part B.

Part A

What is the central message of the story?

- A. It is nice to share.
- B. It is fun to play at the beach.
- C. It is good to keep your room clean.
- D. It is important to remember where you put things.

Part B

Which sentence from the story BEST supports the answer in Part A?

- A. She picked up a flat grey rock, looked at it, and skipped it across the water.
- B. Sandra went back to the room she shared with Nina and began to look for the shell on Nina's side of the room.
- C. "I don't remember. I'm sorry."
- D. "Now it belongs to both of us," she said.

Item 5

Constructed-Response

Why does Sandra go back into the kitchen the second time?

Use details from the story to support your answer. Write your answer on the lines on your answer document.

A large rectangular box containing 18 horizontal lines for writing an answer.

Unit 2: Reading Informational Text

READING PASSAGES: INFORMATIONAL TEXT

CONTENT DESCRIPTION

The informational passages in the English Language Arts test can be used to determine central ideas, write objective summaries, analyze ideas, and provide supporting text evidence.

Key Ideas and Details

- Think about the passage and visualize, or make a mental picture, as you read.
- Read closely to know exactly what the passage says.
- Look for ideas and details that tell you what the passage is about.
- Use these ideas and details when writing or speaking about the passage.
- Think about the message and what the author is trying to say.
- Look for the main ideas in the passage, and think about how key details support those main ideas.
- Think about the relationship between historical events, scientific ideas or concepts, or technical procedures in the passage.

Craft and Structure

- Make sure you understand the words in the passage.
- Use text features within the passage to locate information quickly and efficiently.
- Think about how your point of view is similar to or different from the author's point of view.

Integration of Knowledge and Ideas

- Use information gained from illustrations, maps, and photographs to gain an understanding of a topic.
- Think about the author's reason for using a particular organizational pattern to connect ideas.
- Compare and contrast the most important points and key details in two passages on the same topic.

KEY TERMS

Informational text: Passages that explain or inform. (RI)

Explicit: An idea or message stated by the writer. The author tells the readers exactly what they need to know. (RI1)

Main idea: The most important idea that the author is trying to say. (RI2)

Key details: The important facts and ideas that support the main idea of a passage. (RI2, RI9)

Recount: Writing an explanation of the key details of a passage in the order they happened and in a way that supports the main idea of the passage. (RI2)

Historical events: Situations, occasions, or events that happened in the past. (RI3)

Scientific ideas or concepts: An explanation for how something works in nature. For example, gravity is a scientific idea or concept that explains why objects fall toward Earth. (RI3)

Technical procedures: A task or activity with steps that must be completed in a certain sequence. For example, making cookies from scratch is a technical procedure that requires specific ingredients and specific steps to be followed in a set order. (RI3)

Chronological order: The order or **sequence** in which a series of events happened. A text that is arranged in order of time from the beginning to the end is in chronological order. (RI3, RI8)

Cause and effect: A relationship in which one thing causes another thing to happen. (RI3, RI8)

Text features: All the parts of a passage that are not the main body of the text. Within a passage, an author may use features such as a topic sentence, an introduction, body paragraphs, headings, footnotes, or graphics to further organize the text. A **sidebar** is a short piece of text placed alongside the main text. The sidebar often contains additional information about what is in the main text. **Key words** are words that are important to the text and are typed in bold so that they are easy to find and see. A **hyperlink** is a link in a text that will direct you to new information about the topic. (RI5)

Author's purpose: The author has a specific reason or purpose for writing the passage. Often the author's purpose is not directly stated. (RI6)

Point of view: The opinion of the author. Your opinion may differ from the opinion of the author writing a passage. (RI6)

Fact and opinion: A **fact** is a statement that can be proven. An **opinion** is a statement that cannot be proven because it states a writer's belief or judgment about something. Deciding whether a statement is a fact or an opinion often comes down to a single question: "Can you prove it?" If you can prove a statement, then it is a fact. If not, it's an opinion. (RI6)

Evidence: Something that proves the truth of something else. Informational texts may contain evidence in the form of key words, illustrations, maps, or photographs to prove that the information is correct. (RI7)

Comparison/contrast: Though similar, comparing is analyzing two things, such as characters or themes, in relation to each other, while contrasting is specifically analyzing the *differences* between two things, such as two different characters or themes. (RI8, RI9)

Important Tips

- ✍ Try to read the questions about an informational text before you read the passage so that you know what to look out for.
- ✍ Use evidence from a passage to help explain what is being said.
- ✍ Use facts and details to support ideas and to answer questions about *what* you know and *how* you know it.

Sample Items 7–10

Read the article and answer questions 7 through 10.

Horseshoe Crabs

Horseshoe crabs are very strange-looking creatures. They live on the Atlantic coast of the United States. Their name comes from their shape. Their shells have a U-shape like a horseshoe. They have a dull green color. You might think they look funny, but horseshoe crabs have been around longer than people have. In fact, horseshoe crabs are older than most other animals on Earth!

Many birds depend on the horseshoe crab for survival. Horseshoes lay their eggs on the beach and bury them in the sand. If the water is rough, many of the eggs get pushed into the open. The birds eat these eggs. That's not too bad for the horseshoes, though, because those eggs are not going to hatch.

Horseshoes provide a home for many kinds of sea creatures. Small animals stick themselves to the shells of horseshoe crabs. These small sea creatures lay their eggs on the horseshoe crab's shell. Often you will find older horseshoe crabs with hundreds of eggs stuck all over them.

Horseshoe crabs spend a lot of their lives being thrown around by the ocean and crashing into rocks. They get lots of cuts on their bodies, but they have a special kind of blood. It becomes hard very quickly and plugs up the cuts. This blood is so special that people use it for many purposes. For one thing, horseshoe crab blood can help doctors find out if their tools are clean. They put the tools in the crab's blood. If the blood changes in a certain way, they know the tool is not clean.

If you ever see a horseshoe crab, don't laugh. Say "Thank you!"

Item 7

Selected-Response

What is the connection between the sentences in the second paragraph?

- A. The sentences tell the steps birds take to find crab eggs.
- B. The sentences compare the crab eggs to other foods that birds eat.
- C. The sentences explain how rough waters are a problem for crab eggs.
- D. The sentences show what causes crab eggs to get pushed into the ocean.

Item 8

Selected-Response

Which sentence explains why the blood of horseshoe crabs is special?

- A. There is a lot of blood because of the many cuts on their bodies.
- B. After a cut, the blood hardens very quickly.
- C. Doctors clean their tools with the blood.
- D. The blood has a strange dull green color.

Item 9

Selected-Response

With which statement would the author MOST LIKELY agree?

- A. Horseshoe crabs are a danger to other animals.
- B. Horseshoe crabs are very beautiful to look at.
- C. Horseshoe crabs are eaten much of the time.
- D. Horseshoe crabs are unusual animals.

Item 10

Constructed-Response

Explain why the author believes you should say, “Thank you!” to a horseshoe crab.

Use details from the article to support your answer. Write your answer on the lines on your answer document.

A large rectangular box containing 18 horizontal lines for writing an answer.

Unit 3: Writing Opinion Texts

CONTENT DESCRIPTION

Some passages in the English Language Arts test will help you develop opinions and support a point of view on a topic in an opinion piece. In your writing, use evidence, examples, quotations, and reasons to develop and support your opinion.

Text Type and Purpose

- An opinion piece states an opinion or agrees or disagrees with a point of view.
- Some common opinion words are “agree,” “disagree,” “for,” or “against.”
- When you state your opinion, you need to support it with reasons, examples, and evidence.

Production and Distribution of Writing

- Introduce a topic or text clearly by including your opinion.
- Produce writing with an organization and style that fit the task, purpose, and audience.
- Provide a concluding statement related to the opinion you present.
- Strengthen your writing by reviewing or revising, if needed.

Audience, Purpose, and Voice

- As you write, remember who your audience will be.
- Use linking words and phrases to connect opinions and reasons.
- Remember, you are writing for a purpose—think about *what* you are writing and *why*.

Research to Build and Present Knowledge

- Conduct research to learn more about a specific topic.
- Gather information from different types of sources, including print and digital sources.
- Take brief notes on the sources and sort the information about the topic into categories.

Range of Writing

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Scoring Rubric

- An opinion scoring rubric can be found beginning on page 71. You may find it helpful to read and discuss this rubric with a parent or another adult.
- The rubric shows you what is needed to produce a strong piece of opinion writing.
- The rubric is important to understand. It tells you what to add to your opinion writing.
- Opinion writing on the EOG assessment will be scored using this rubric.

KEY TERMS

Opinion text: An opinion text states an opinion or agrees or disagrees with a point of view. (W1)

Topic: What a piece of writing is about. When writing your opinion, choose topics about which you have strong feelings and a lot to say. (W1a)

Introduction: The beginning of a piece of writing. The introduction should let readers know what they will be reading about, and it should set up the main idea of the writing. (W1a)

Organization: The way in which a piece of writing is structured. Similar ideas and illustrations should be grouped together and the order of the information should make sense. Each sentence, paragraph, or text feature fits into the overall structure of a passage and contributes to the development of ideas. Writers structure their texts to match their purpose and audience. (W1a, W4)

Reasons: Details that support your opinion in a piece of writing. (W1a, W1b)

Fact and opinion: A **fact** is a statement that can be proven. An **opinion** is a statement that cannot be proven because it states a writer's belief or judgment about something. Deciding whether a statement is a fact or an opinion often comes down to a single question: "Can you prove it?" If you can prove a statement somehow, then it is a fact. If not, it's an opinion. (W1b)

Linking words and phrases: Words or groups of words that link one idea to the next. Writing should not jump from one idea to the next without transitions that guide the reader along. Examples of linking words include *also*, *another*, *and*, *more*, *because*, *therefore*, *since*, and *but*. Examples of linking phrases are *to begin*, *on the other hand*, *for example*, and *in conclusion*. (W1c)

Concluding statement: The end of a piece of writing. The concluding statement should sum up the main purpose of the writing and provide an overall takeaway for the reader. (W1d)

Audience: The people who will be reading the piece of writing. Writers should keep their audience in mind and adjust their ideas and vocabulary so that they can be best understood. (W4)

Purpose: The writer's reason for writing his or her essay or article. All writing has a purpose, whether it is to persuade, inform, explain, or entertain. (W4)

Revision: The process of editing and rewriting a piece of writing. All good writing requires a lot of revision in order to catch mistakes and make ideas clearer. (W5)

Research: Gathering information in order to learn more about a topic. (W7)

Source: A book, article, website, person, or piece of media that contains information. (W8)

Evidence: Something that proves the truth of something else. Informational texts may include facts, opinions of experts, quotes, statistics, and definitions that can be used as evidence. (W8)

Important Tips

- ✍ Use strong reasons to support your opinions in your writing.
- ✍ Organize your writing by using chronological order, cause and effect, or compare and contrast.
- ✍ Make sure your writing has a concluding statement that supports the information or explanation presented.
- ✍ Always read over your writing several times to check your work and catch errors.

Sample Items 11–14

[**NOTE:** The structure of the practice items for this unit and Unit 4 is as it appears on the Georgia Milestones End-of-Grade assessment: 1) multiple-choice questions (three on the actual test); 2) a constructed-response item (one on the actual test); and 3) an extended writing prompt (one on the actual test). Additionally, the instructions for the extended writing prompt are in a format that is similar to the one on the End-of-Grade assessment. There is no constructed-response item in this unit. There is no extended writing prompt for the Unit 4 practice items.]

This section of the test assesses your skill to comprehend reading passages and use information from the passages to write an opinion piece.

Before you begin writing your piece, you will read two passages and answer three multiple-choice questions about what you have read.

As you read the passages, think about details you may use in an opinion piece about starting school later.

These are the titles of the passages you will read:

1. School Starts Too Early
2. Don't Change!

School Starts Too Early

School should start later in the morning. People who have studied the subject say that students do better when school starts later. Every day, students get up early. They don't get enough sleep. They come to school tired. That means they don't learn as well. By the afternoon, they are falling asleep. This is not a good situation.

If school started later in the day, students would be more interested in their classes. They would also do more homework because they wouldn't be as tired at night. Even if they didn't do more homework, they would do a better job with it. That's because they would be paying attention to it. They wouldn't be falling asleep while working on it.

Our school should try an experiment. Let half the students come at the normal time. Let the other half come an hour later. After a few months of school, who do you think would be doing better in school?

Don't Change!

Starting school later may seem like a good idea. Some students would probably like the idea. But that doesn't mean it's right. One reason is that it costs schools a lot of money to change their start times. One school district in Maryland studied how much it would cost. They found that they would have to use more buses and hire more people to drive them. There might be little money left to teach their students.

If school starts later, when does it end? If it ends at the same time, then the school day would be shorter. That can't be good for learning. If school ends later in the day, that brings more problems. There would be less time for after-school activities like sports. Students would get home from activities later, so they would have less time for homework. They also might stay up later to get their homework done.

There is an old saying that is very wise: "The early bird catches the worm." It means that getting up early, and not starting later, is the way to success.

Item 11**Selected-Response**

Which idea from “School Starts Too Early” explains why students would do a better job with homework if school started later?

- A. “School should start later in the morning.”
- B. “. . . students would be more interested in their classes.”
- C. “. . . they wouldn’t be as tired at night.”
- D. “Let half the students come at the normal time.”

Item 12**Selected-Response**

Which statement from “Don’t Change!” BEST supports the opinion that starting school later is a problem?

- A. Some students would probably like the idea.
- B. One school district in Maryland studied how much it would cost.
- C. If school starts later, when does it end?
- D. They also might stay up later to get their homework done.

Item 13**Selected-Response**

With which sentence would the authors of BOTH passages agree?

- A. School start time should be based on what is best for student learning.
- B. Changes to school start time can cost a school district extra money.
- C. School start time can affect whether a student has time for evening activities.
- D. Changes to school start time should allow more homework time in the afternoon.

Unit 4: Writing Informational/Explanatory Texts

CONTENT DESCRIPTION

Some passages in the English Language Arts test will help you develop an informational/explanatory piece. In your writing, state ideas, summarize research, and use information from more than one source to develop and support your ideas.

Text Types and Purposes

- An informational/explanatory piece states ideas and information clearly and accurately.
- When you develop your topic, use facts, definitions, and details related to your topic.

Production and Distribution of Writing

- Introduce a topic and group related information together.
- Produce writing with an organization and style that fit the task, purpose, and audience.
- Provide a concluding statement or section related to the information or explanation.
- Strengthen your writing by reviewing or revising, if needed.

Audience, Purpose, and Voice

- As you write, remember who your audience will be.
- Use linking words and phrases to connect ideas within categories of information.
- Remember, you are writing for a purpose—think about *what* you are writing and *why*.

Research to Build and Present Knowledge

- Conduct research to learn more about a specific topic.
- Gather information from different types of sources, including print and digital sources.
- Take brief notes on the sources and sort the information about the topic into categories.

Range of Writing

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Scoring Rubrics

- An informational/explanatory scoring rubric can be found on page 69. You may find it helpful to read and discuss this rubric with a parent or another adult.
- The rubric shows you what is needed to produce a strong piece of informational/explanatory writing.
- The rubric is important to understand. It tells you what to add to your informational/explanatory writing.
- Informational/explanatory writing on the EOG assessment will be scored using this rubric.

KEY TERMS

Informational/explanatory texts: A form of writing that informs the reader or explains something. (W2)

Introduction: The beginning of a piece of writing. The introduction should let readers know what they will be reading about and set up the main idea of the writing. (W2a)

Organization: The way in which a piece of writing is structured. Similar ideas and illustrations should be grouped together and the order of the information should make sense. Each sentence, paragraph, or text feature fits into the overall structure of a passage and contributes to the development of ideas. Writers structure their texts to match their purpose and audience. (W2a, W4)

Linking words and phrases: Words or groups of words that link one idea to the next. Writing should not jump from one idea to the next without transitions that guide the reader along. Examples of linking words include *also*, *another*, *and*, *more*, *because*, *therefore*, *since*, and *but*. Examples of linking phrases are *to begin*, *on the other hand*, *for example*, and *in conclusion*. (W2c)

Concluding statement: The end of a piece of writing. The concluding statement should sum up the main purpose of the writing and provide an overall takeaway for the reader. (W2d)

Audience: The people who will be reading the piece of writing. Writers should keep their audience in mind and adjust their ideas and vocabulary so that they can be best understood. (W4)

Purpose: The writer's reason for writing his or her essay or article. All writing has a purpose, whether it is to persuade, inform, explain, or entertain. (W4)

Revision: The process of editing and rewriting a piece of writing. All good writing requires a lot of revision in order to catch mistakes and make ideas clearer. (W5)

Research: Gathering information in order to learn more about a topic. (W7)

Source: A book, article, website, person, or piece of media that contains information. (W8)

Evidence: Something that proves the truth of something else. Informational texts may include facts, opinions of experts, quotes, statistics, and definitions that can be used as evidence. (W8)

Important Tips

- ✍ Begin by organizing your ideas in different sections. You can use a graphic organizer such as a chart or Venn diagram. Or you can create an outline of your piece. Then it will be easier to fill in the supporting details.
- ✍ Be sure to develop your writing with details such as facts, definitions, quotations, or other information that supports your topic.
- ✍ Organize your writing by using chronological order, cause and effect, or compare and contrast.
- ✍ Make sure your writing has a concluding statement that supports your central idea.
- ✍ Strengthen your writing by planning, revising, editing, rewriting, or trying a new approach.

Sample Items 15–18

[**NOTE:** The structure of the practice items for Unit 4 is as it appears on the Georgia Milestones End-of-Grade assessment with the exception of the extended writing prompt: 1) multiple-choice questions (three on the actual test); 2) a constructed-response item (one on the actual test); and 3) an extended writing prompt (one on the actual test). In this unit, there is no extended writing prompt.]

Read the article and answer questions 15 through 18.

A Moon Named Titan

In 1655, a Dutch man named Christiaan Huygens discovered a moon called Titan with his telescope. Titan goes around the planet Saturn. Using telescopes, people learned some things about Titan. It is bigger than the planet Mercury. It has an orange color. In 2004, a small space probe called Huygens landed on Titan.

From Huygens, we learned many interesting things about Titan. Titan is more like Earth than any other body in the solar system. That includes the planets! Like Earth, Titan has clouds, and it even rains there. But it doesn't rain water. It rains methane. Methane is a chemical. Like water, it can be a solid, a liquid, or a gas. The surface of Titan is solid ice. The gas that surrounds a planet is called the atmosphere. On Earth, the atmosphere is made of air. On Titan, though, there is methane in the atmosphere. It is the methane and the way it interacts with sunlight that makes Titan look orange. Sunlight turns the methane in the atmosphere into liquid. It rains and that makes rivers and lakes. Then the rivers and lakes dry up fast. This leaves only the icy surface behind. You can see lines in the ice carved by rivers.

There are still many questions about Titan. There might be an ocean underground, but no one is sure. There are ice volcanoes on the surface. But we don't know if they are still active. Hopefully we'll send a spaceship back to Titan soon.

Item 15**Selected-Response**

Which statement from the article shows that Titan is like Earth?

- A. . . . sunlight that makes Titan look orange.
- B. Using telescopes, people learned some things about Titan.
- C. . . . Titan has clouds, and it even rains there.
- D. On Titan, though, there is methane in the atmosphere.

Item 16**Selected-Response**

What is the meaning of the word *carved* in the sentence?

You can see lines in the ice carved by rivers.

- A. crossed
- B. cut
- C. hidden
- D. smoothed

Item 17**Selected-Response**

Read the sentences from paragraph 2.

From Huygens, we learned many interesting things about Titan. Titan is more like Earth than any other body in the solar system. That includes the planets! Like Earth, Titan has clouds, and it even rains there. But it doesn't rain water. It rains methane. Methane is a chemical. Like water, it can be a solid, a liquid, or a gas.

What is the connection between these sentences?

- A. The sentences explain a solution to the problem of methane on Titan.
- B. The sentences give the order of steps Huygens took to find out more about Titan.
- C. The sentences compare and contrast features of Titan with features of planets.
- D. The sentences explain the causes of methane and the effects it has on Titan.

Unit 5: Language

CONTENT DESCRIPTION

The language portion of the English Language Arts test focuses on the conventions of Standard English, including grammar and usage and the proper use of capitalization, punctuation, and spelling.

Conventions of Standard English

- Use correct grammar and usage when writing.
- Use correct capitalization, punctuation, and spelling.

Knowledge of Language

- Express yourself clearly and in an interesting way.
- Choose your words carefully so your readers understand what you are writing.

Vocabulary Acquisition and Use

- Vary the words you use in your writing.
- Use different strategies (e.g., context, affixes, roots) to help you determine the meaning of unknown or multiple-meaning words.
- Determine the literal and non-literal meanings of words and phrases in context.
- Use glossaries or dictionaries to determine the precise meanings of words or phrases.

KEY TERMS

Grammar: The set of rules for language. (L1)

Usage: Using the correct word when there is a choice (e.g., to, too, and two). (L1)

Noun: A part of speech that is a person, place, or thing. *Mother, school, and desk* are all nouns. (L1a, L1b, L1c)

Pronoun: A part of speech that is used instead of a noun when the meaning of the noun is already understood. *I, we, he, she, they, and it* are all pronouns. (L1a)

Verb: A part of speech that represents action or is a “doing” word. *Jump, walk, ski, and scare* are all verbs. (L1a)

Adjective: A part of speech that is a describing word. *Beautiful, tall, blue, and interesting* are all adjectives. (L1a)

Adverb: A part of speech that adds more description to verbs, adjectives, and other adverbs. Adverbs usually end in *-ly*. *Quietly, thoroughly, frantically, and lovingly* are all adverbs. (L1a)

Regular plural nouns: A noun that means there is more than one of something. Regular plural nouns are usually formed by adding an *s* to the end of a noun. For example, *cat* is a singular noun. When we add *s* to the end, we create the plural noun *cats*. (L1b)

Irregular plural nouns: A plural noun that cannot be formed just by adding *s* to the end. Often, one or more letters in the noun must be changed for it to become plural. For example, *shelf, man, person, tooth, and child* are singular nouns. When these nouns change to plural, they become *shelves, men, people, teeth, and children*. (L1b)

Abstract noun: An idea, feeling, or quality that cannot be sensed with the five senses. For example, *energy*, *knowledge*, *pride*, and *courage* are abstract nouns. (L1c)

Regular verb: A verb that follows the standard rule of adding *-ed* to change the verb from present to past tense. For example, *talk* is a regular present tense verb. To change the verb to past tense, we add *-ed* to form *talked*. (L1d)

Irregular verb: A verb that does not follow the rule of adding *-ed* to make the verb past tense. Irregular verbs often differ in spelling or form when changing from present to past tense. For example, these verbs are present tense: *run*, *sing*, *feel*, *go*. The past tense forms of these verbs are *ran*, *sang*, *felt*, *went*. (L1d)

Verb tense: Variation in a verb to express different periods of time or how long an action lasts. Verb tenses include past, present, future, conditional, and perfect. (L1e)

Subject-verb agreement: Subjects and verbs must agree with each other in number. If a subject is singular, the verb must be singular as well. If a subject is plural, the verb must be plural as well. For example, *The child runs* has a singular subject and verb. *The children run* has a plural subject and verb. (L1f)

Pronoun-antecedent agreement: A pronoun must agree in number with the noun it is replacing. If the noun is singular, the pronoun must be singular. For example, in the sentence *The dog slept on its bed*, the singular pronoun *its* replaces the singular noun *dog*. In the sentence *The students sat at their desks*, the plural pronoun *their* replaces the plural noun *students*. (L1f)

Comparative adjectives and adverbs: Words that compare two things with each other and often end in *-er*. In the sentence *My brother is taller than I am*, the adjective *taller* is a comparative adjective because it compares the heights of the speaker and the brother. In the sentence *My sister runs faster than I do*, the adverb *faster* compares how fast the speaker and the sister run. (L1g)

Superlative adjectives and adverbs: Words that compare more than two things with one another and often end with *-est*. In the sentence *I am the oldest of four siblings*, the adjective *oldest* compares the speaker to the other four siblings. In the sentence *The tortoise was the slowest of the animals in the race*, the adverb *slowest* compares how fast the tortoise ran in comparison to the other animals in the race. (L1g)

Coordinating conjunction: A word that is used to combine two simple sentences. For example, *and*, *or*, and *but*. (L1h)

Subordinating conjunction: A word used in a complex sentence to combine a simple sentence and a dependent clause. Examples are *because*, *although*, and *since*. (L1h)

Simple sentence: A simple sentence expresses a single complete thought and contains a subject and a verb. For example, *The child rode his bicycle to school*. The sentence expresses a single thought and contains the subject *child* and the verb *rode*. (L1i)

Compound sentence: A compound sentence contains two independent clauses joined by a conjunction. An independent clause is a part of a sentence that can stand alone because it expresses a complete thought and has a subject and a verb. For example, *The child rode his bicycle to school, so he made it to his first class on time*. The sentence contains two independent clauses joined by the conjunction *so*. (L1i)

Complex sentence: A complex sentence contains an independent clause joined by one or more dependent clauses. A dependent clause is a part of a sentence that cannot stand alone because it does not express a complete thought or is missing a subject or verb. For example, *After the child rode his bicycle to school, he decided to stop for breakfast in the cafeteria*. The sentence is a complex sentence because *After the child rode his bicycle to school* is a dependent clause joined to the independent clause *he decided to stop for breakfast in the cafeteria*. (L1i)

Capitalize: To make the first letter of a word uppercase. (L2a)

Punctuation: Writing marks that help to separate and clarify ideas. Appropriate words in titles are capitalized. Commas are used when directly addressing people to separate their forms of address from the rest of the sentence. Commas and quotation marks are used for dialogue to show the exact words being said. Other examples of punctuation are periods, colons, exclamation marks, and question marks. (L2)

Possessives: Nouns that show ownership or possession. Possessive nouns are usually formed by adding 's to the end of a noun. For example, to show that Jane possesses a book, we would write, *Jane's book*. (L2d)

Conventions: Rules for how to spell words, write sentences, and use punctuation so that everyone who reads or speaks that language will understand the intended meaning. For example, capitalizing the first word of a sentence is a convention of the English language. (L3)

Context clues: The words, facts, or ideas in a text that help you understand the meaning of an unknown word. (L4, L4a)

Context: Words and phrases that surround an unknown word or phrase and help to explain its meaning. Sometimes a word cannot be understood without the context of the words and phrases around it. For example, the word "sink" is a **multiple-meaning word** because it could mean several things. The meaning is clear when the full sentence is included: "She will throw the basketball up high from midcourt and sink it through the hoop for two points." (L4, L4a)

Affix: Letters added to a root word that change its meaning. For example, when the prefix *dis-* is added to the word *interest*, the word *disinterest* means the opposite of the root word *interest*. (L4b)

Root word: The base word. Knowing the meaning of the root word can help a reader determine the meaning of other forms of the word. For example, if you know that the root word "school" is a place that provides knowledge, you may be able to guess that a "scholar" is someone who is seeking knowledge. (L4c)

Dictionary: A reference book that provides the **precise**, or exact, meanings of words and phrases. (L4d)

Glossary: An alphabetical list of words and phrases and their meanings. A glossary is often found at the end of a text. (L4d)

Non-literal language: To understand non-literal, or figurative, language you have to do more than define the words in the phrase. You need to distinguish between literal and figurative meanings of words and phrases. **Literal** refers to the "primary meaning of a word or phrase." For example, if someone describes recess by saying, "It was a zoo," he or she is using non-literal language. Recess was noisy with many different people running around; it was not literally a zoo. (L5a)

Important Tips

- ✍ To study for this part of the EOG assessment, concentrate on the kinds of errors you typically make in your own writing. Then review grammar rules for those specific kinds of errors. Use books or free online resources to find practice items that you can try. You can work with a partner and question each other on grammar rules or try editing sentences together. Focus your review time on strengthening the areas or skills that need it the most.
- ✍ When you are faced with an unknown word, go back to the passage. Start reading two sentences before the word appears, and continue reading for two sentences afterward. If that doesn't give you enough clues, look elsewhere in the passage. By reading the context in which the word appears, you may be able to make an educated guess.

Sample Items 19–28

Item 19

Selected-Response

Which sentence uses a plural noun correctly?

- A. There are three childs playing in the garden.
- B. Roger thinks dogs are better pets than mice.
- C. Louise lost two baby tooths in the same week.
- D. There are lots of deers in the woods near my house.

Item 20

Selected-Response

Which sentence has an error in spelling?

- A. The bus was stuck in traffic.
- B. Grandma always wears a necklace.
- C. They need to repara the broken desk.
- D. I wonder if there is life on other planets.

Item 21

Selected-Response

Which sentence uses a possessive noun correctly?

- A. My parrots' beak was a bright yellow.
- B. Sarah borrowed her brother's mittens.
- C. We can use the schools' camera to film.
- D. The two team's colors were the same green.

Item 22**Selected-Response**

Which form of the verb **BEST** completes the sentence?

Last May, Rita _____ a soccer team.

- A. will join
- B. joins
- C. has joined
- D. joined

Item 23**Selected-Response**

Read the sentence.

I just heard that my friend took his young dog to the vet.

Which sentence correctly explains how the underlined word is used?

- A. The underlined word tells where the vet is.
- B. The underlined word describes the friend.
- C. The underlined word tells what the friend did.
- D. The underlined word describes the dog.

Item 24**Selected-Response**

Which sentence uses the verb correctly?

- A. The cat licked the bowl of water.
- B. We runned to the gym after school.
- C. My friend knowed about the homework
- D. The teacher shutted the book at the end.

Item 25

Selected-Response

Read the sentence.

The soup we made was warm _____ delicious.

Which word BEST links the two ideas?

- A. and
- B. but
- C. for
- D. or

Item 26

Selected-Response

Which title is capitalized correctly?

- A. Favorite Animal stories for Kids
- B. Favorite animal stories for Kids
- C. Favorite Animal Stories for Kids
- D. Favorite Animal Stories For Kids

Item 27

Selected-Response

Which sentence uses quotation marks correctly?

- A. "My teacher asked, Do you have any pets?"
- B. My brother shouted, Hurry or "we will be late!"
- C. Annebelle "said, I love riding my bike."
- D. I asked, "When can we go to the library?"

Item 28

Selected-Response

Which pair of words would BEST help a student find the underlined word on a dictionary page?

I hope that you have the courage to always try to do what is right.

- A. cat—coat
- B. child—cool
- C. copy—curl
- D. complete—copper

ENGLISH LANGUAGE ARTS (ELA) ADDITIONAL SAMPLE ITEM KEYS

Item	Standard/ Element/ Genre	DOK Level	Correct Answer	Explanation
1	ELAGSE3RL3 Literary	2	D	The correct answer is choice (D) unhappy. She is unhappy because she is leaving the ocean after a “wonderful” month. She feels as if she has “a hole in her stomach.” Choices (A) and (B) are incorrect because there is no indication that she is either angry or bored in the beginning. Choice (C) is incorrect because even though she runs to the beach, she is sad when she is there.
2	ELAGSE3RL4 Literary	2	C	The correct answer is choice (C) rushed. It shows that Sandra is angry and that she is moving fast, like the wind in a storm. Choice (A) is incorrect because there is nothing that indicates that she fell. Choice (B) is incorrect because there is no connection between jumped and stormed. Choice (D) is incorrect because stormed is more like rushing than walking.
3	ELAGSE3L5a Literary	3	B	The correct answer is choice (B) Sandra feels sad. The mention of “a hole in her stomach” suggests her feeling of loss at leaving a beloved place. Choices (A), (C), and (D) are incorrect because the reference to “a hole in her stomach” in the context of the story does not suggest sickness, anger, or excitement.
4	ELAGSE3RL2 Literary	3	A/D	The correct answers are choice (A) It is nice to share., and choice (D) “Now it belongs to both of us,” she said. Sandra is initially very upset that her red shell is missing, but when she sees that Nina has placed it in a box of treasured possessions, Sandra softens and decides to place the shell in a location in their room where they can both appreciate it. The answer choice for Part B of the item shows text that supports this central message. In Part A, choice (B) is incorrect in that Sandra leaves the beach early in the story. Choice (C) is incorrect because the tidiness of the room is not of true significance in the story. Choice (D) is incorrect because Sandra does not misplace the shell; Nina moves it to a hidden location. The incorrect options in Part B support incorrect answers in Part A.
5	ELAGSE3RL3 Literary	3	N/A	See scoring rubric and sample response on page 61.
6	ELAGSE3W3	4	N/A	See scoring rubric beginning on page 67 and sample response on page 62.

Item	Standard/ Element/ Genre	DOK Level	Correct Answer	Explanation
7	ELAGSE3RI8 Informational/ Explanatory	2	D	The correct answer is choice (D) The sentences show what causes crab eggs to get pushed into the ocean. The paragraph explains that because the eggs are buried on the beach, rough waters can push the eggs into the ocean. Choice (A) is incorrect because the paragraph does not explain how the birds find the eggs. Choice (B) is incorrect because there is no mention of the other types of food that birds eat. Choice (C) is incorrect because the paragraph explains that the crab eggs would not have hatched.
8	ELAGSE3RI1 Informational/ Explanatory	2	B	The correct answer is choice (B) After a cut, the blood hardens very quickly. Choice (A) is incorrect because though crabs get cut, this doesn't explain why the blood is special. Choice (C) is incorrect because doctors check their tools with it; they don't clean them with it. Choice (D) is incorrect because green color refers to the crab's shell and not its blood.
9	ELAGSE3RI6 Informational/ Explanatory	2	D	The correct answer is choice (D) Horseshoe crabs are unusual animals. The author tells many facts about the crab that are unusual. Choice (A) is incorrect because the crabs are helpful and not dangerous. Choice (B) is incorrect because the crabs are funny looking and not beautiful. Choice (C) is incorrect because although their eggs get eaten, the author does not say the crabs are eaten.
10	ELAGSE3RI6 Informational/ Explanatory	3	N/A	See scoring rubric and sample response on page 63.
11	ELAGSE3RI1 Informational/ Explanatory	2	C	The correct answer is choice (C) “. . . they wouldn't be as tired at night.” Choice (A) is incorrect because it makes no logical sense. Choice (B) is incorrect because the author makes no connection between being interested in classes and doing homework. Choice (D) is incorrect because there is no logical connection made between homework and half the students coming at a different time.
12	ELAGSE3RI2 Informational/ Explanatory	2	D	The correct answer is choice (D) They also might stay up later to get their homework done. The author discusses how a later start time results in students sacrificing sleep to complete homework. Choice (A) is incorrect because it is connected to the counterargument. Choices (B) and (C) are incorrect because these statements are not reasons that support the opinion.

Item	Standard/ Element/ Genre	DOK Level	Correct Answer	Explanation
13	ELAGSE3RI9 Informational/ Explanatory	3	A	The correct answer is choice (A) School start time should be based on what is best for student learning. Both authors talk about what is best for students to learn. Choices (B) and (C) are incorrect because only one author makes these claims. Choice (D) is incorrect because the claim is only partially supported in one of the passages.
14	ELAGSE3W1, ELAGSE3L1 ELAGSE3L1	4	N/A	See scoring rubric on pages 71 and 72 and sample response on page 64.
15	ELAGSE3RI1 Informational/ Explanatory	2	C	The correct answer is choice (C) “. . . Titan has clouds, and it even rains there.” This fact is true of Earth as well. Choices (A) and (D) are incorrect because these facts are not true about Earth. Choice (B) is incorrect because the people using telescopes would be on Earth and not on Titan.
16	ELAGSE3RI4 Informational/ Explanatory	2	B	The correct answer is choice (B) cut. Marks would appear from water slicing, or cutting, through ice. Choices (A), (C), and (D) are incorrect because “crossed,” “hidden,” and “smoothed” are not supported by the idea of something that carved itself in ice.
17	ELAGSE3RI8 Informational/ Explanatory	2	C	The correct answer choice is (C) The sentences compare and contrast features of Titan with features of planets. The author uses comparison and contrast to show how even though Titan is a moon, it is more like a planet. Choice (A) is incorrect because methane does not appear to be a problem on Titan. Choice (B) is incorrect because although Huygens discovered Titan, the sentences do not tell the steps he used to find out more about it. Choice (D) is incorrect because although methane is present on Titan, the author does not explain what causes it to be there, nor does the author mention the effects of it.
18	ELAGSE3RI2 Informational/ Explanatory	3	N/A	See scoring rubric and sample response on page 65.
19	ELAGSE3L1b	2	B	The correct answer is choice (B) Roger thinks dogs are better pets than mice. “Mice” is the plural form of “mouse.” Choice (A) is incorrect because “children” is the plural form of “child.” Choice (C) is incorrect because “teeth” is the plural form of “tooth.” Choice (D) is incorrect because “deer” is the plural form of “deer.”

Item	Standard/ Element/ Genre	DOK Level	Correct Answer	Explanation
20	ELAGSE3L2e	2	C	The correct answer is choice (C) They need to repara the broken desk. The word <i>repair</i> is spelled incorrectly in the sentence. In choices (A), (B), and (D), all words are spelled correctly.
21	ELAGSE3L2d	2	B	The correct answer is choice (B) Sarah borrowed her brother’s mittens. <i>Brother</i> is singular in this case. Choice (A) is incorrect because <i>parrot</i> is a singular noun, so the form should be <i>parrot’s</i> . Choice (C) is incorrect because <i>school</i> is a singular noun, so the correct form is <i>school’s</i> . Choice (D) is incorrect because <i>teams</i> is plural, so the form should be <i>teams’</i> .
22	ELAGSE3L1e	2	D	The correct answer is choice (D) joined. <i>Last May</i> is a specific time in the past. Choice (A) is incorrect because <i>will join</i> is in the future. Choice (B) is incorrect because <i>joins</i> is simple present to express future. Choice (C) is incorrect because <i>has joined</i> refers to a time connected to the present, such as <i>this week</i> .
23	ELAGSE3L1a	2	D	The correct answer is choice (D) The underlined word describes the dog. The adjective <i>young</i> is placed immediately before <i>dog</i> and thus it modifies <i>dog</i> . Choice (A) is incorrect because the adjective <i>young</i> does not describe location. Choice (B) is incorrect because <i>young</i> modifies <i>dog</i> , not <i>friend</i> . Choice (C) is incorrect because <i>young</i> is unrelated to the friend’s actions.
24	ELAGSE3L1d	2	A	The correct answer is choice (A) The cat licked the bowl of water. The verb <i>licked</i> is conjugated correctly for this sentence. Choices (B), (C), and (D) are incorrect because <i>runned</i> , <i>knowed</i> , and <i>shutted</i> are all incorrect conjugations of verbs.
25	ELAGSE3L1h	2	A	The correct answer is choice (A) and. The conjunction <i>and</i> correctly connects <i>warm</i> and <i>delicious</i> . Choices (B), (C), and (D) are incorrect because the words <i>but</i> , <i>for</i> , and <i>or</i> do not make sense in the sentence.
26	ELAGSE3L2a	2	C	The correct answer is choice (C) Favorite Animal Stories for Kids. This choice follows the rules for capitalizing titles. Choice (A) is incorrect because <i>stories</i> is an important word in the title and should be capitalized. Choice (B) is incorrect because <i>animal stories</i> are important words and should be capitalized. Choice (D) is incorrect because the word <i>for</i> is not a word that is capitalized in titles unless it is the first word in the title.

Item	Standard/ Element/ Genre	DOK Level	Correct Answer	Explanation
27	ELAGSE3L2c	2	D	The correct answer is choice (D) I asked, “When can we go to the library?” The quotation marks are used correctly, setting off the question. Choice (A) is incorrect because the phrase <i>My teacher asked</i> does not need quotation marks. Choice (B) is incorrect because it does not include the first part of the sentence <i>Hurry or</i> . Choice (C) is incorrect because <i>said</i> should not be included in quotation marks.
28	ELAGSE3L2g	3	C	The correct answer is choice (C) copy—curl. The word <i>courage</i> would be found somewhere between those two words in a dictionary. Choices (A), (B) and (D) are incorrect because the word <i>courage</i> would not be found between those word pairings.

ENGLISH LANGUAGE ARTS (ELA) SAMPLE SCORING RUBRICS AND EXEMPLAR RESPONSES

Item 5

Scoring Rubric

Points	Description
2	<p>The exemplar shows a full-credit response. It achieves the following:</p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to describe characters in a story and explain how their motivations and/or actions contribute to the sequence of events • Includes specific examples/details that make clear reference to the text • Adequately describes characters in a story and explains how their motivations and/or actions contribute to the sequence of events with clearly relevant information based on the text
1	<p>The exemplar shows a 1-point response. It achieves the following:</p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to describe characters in a story and explain how their motivations and/or actions contribute to the sequence of events • Includes vague/limited examples/details that make reference to the text • Describes characters in a story and explains how their motivations and/or actions contribute to the sequence of events with vague/limited information based on the text
0	<p>The exemplar shows a response that would earn no credit. It achieves the following:</p> <ul style="list-style-type: none"> • Gives no evidence of the ability to describe characters in a story and explain how their motivations and/or actions contribute to the sequence of events with clearly relevant information based on the text

Exemplar Response

Points Awarded	Sample Response
2	Sandra is upset that her sister has taken the shell. When she sees that Nina has kept a picture of the two of them together, she changes her mind. She sees that Nina loves her and keeps things that remind Nina of her. She goes back into the kitchen to comfort Nina because she understands that there is nothing to be angry about.
1	Sandra is mad at Nina for taking her shell. But then she finds the shell and goes back to say she's sorry.
0	Sandra goes back because she found the shell.

Item 6

To view the four-point rubric for a narrative response, see pages 67 and 68.

Exemplar Response

Points Awarded	Sample Response
4	<p>Sandra asked Nina, “Why did you want the shell?”</p> <p>Nina thought for a moment. “Because it’s pretty. And . . .”</p> <p>“And?” said Sandra.</p> <p>“It’s something you like.”</p> <p>“Is that why you kept the box and the drawing?”</p> <p>Nina looked surprised for a moment. Then she smiled shyly.</p> <p>“You know what?” said Sandra. “I kept the shell because it reminded me of the beach. I loved being there.”</p> <p>“That’s why I kept those things,” said Nina. “They remind me of you.”</p> <p>That made Sandra feel like crying. She hugged her sister for a long time.</p>
3	<p>Sandra asked Nina, “Why did you want the shell?”</p> <p>“Because it reminded me of you,” said Nina.</p> <p>Sandra thought about what Nina said. Then, Sandra felt bad for being mad at her sister.</p> <p>“I kept the shell because it reminded me of the beach,” said Sandra. “Now we can remember it together.”</p>
2	<p>Sandra asked Nina, “Why did you want the shell?”</p> <p>“It’s pretty, like the beach,” said Nina.</p> <p>“Now we can remember it together,” said Sandra.</p>
1	<p>Sandra asked Nina why she wanted the shell. Nina said that she liked being at the beach.</p>
0	<p>You can find many shells at the beach.</p>

Item 10

Scoring Rubric

Points	Description
2	<p>The exemplar shows a full-credit response. It achieves the following:</p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to determine the author’s point of view • Includes specific examples/details that make clear reference to the text • Adequately explains the author’s point of view and supports it with clearly relevant information based on the text
1	<p>The exemplar shows a 1-point response. It achieves the following:</p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to determine the author’s point of view • Includes vague/limited examples/details that make reference to the text • Explains the author’s point of view and supports it with vague/limited information based on the text
0	<p>The exemplar shows a response that would earn no credit. It achieves the following:</p> <ul style="list-style-type: none"> • Gives no evidence of the ability to determine the author’s point of view

Exemplar Response

Points Awarded	Sample Response
2	<p>The author thinks I should be grateful for horseshoe crabs because they do things that are helpful. For example, horseshoe crabs help many different animals and also help people. The author says horseshoe crab eggs are food for birds, and some animals use horseshoe crab shells for a home. A horseshoe crab’s blood can even help clean a doctor’s tools.</p>
1	<p>The author says I should say, “Thank you” to a horseshoe crab if I ever run into one. I know the author believes I should like horseshoe crabs because they’re the most helpful creature described in the article.</p>
0	<p>The article is all about a strange creature called a horseshoe crab that animals depend on for survival.</p>

Item 14

The following is an example of a seven-point response. See the seven-point, two-trait rubric for a text-based opinion response on pages 71 and 72 to see why this example would earn the maximum number of points.

I agree with the author of "School Starts Too Early." I think school should start later in the day. The most important thing for a student to do well is to get a good night's sleep. The author says that people have studied the subject. What they found out is that students who get up early don't sleep as much. They do worse than students who get up later.

Starting school later may cost money, but students will learn more. Learning is the most important thing. I think schools can find a way to pay for more buses. Also, the author of "Don't Change!" says getting up early means you will be successful. That's not always true. Sometimes it just means you will be more tired. For these reasons, I agree with author of "School Starts Too Early." School really should start later in the day.

Item 18

Scoring Rubric

Points	Description
2	<p>The exemplar shows a full-credit response. It achieves the following:</p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to determine the main idea or to explain the support for a main idea • Includes specific examples/details that make clear reference to the text • Adequately explains the main idea or gives an explanation with clearly relevant information based on the text
1	<p>The exemplar shows a 1-point response. It achieves the following:</p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to determine the main idea or to explain the support for a main idea • Includes vague/limited examples/details that make reference to the text • Explains the main idea or gives an explanation with vague/limited information based on the text
0	<p>The exemplar shows a response that would earn no credit. It achieves the following:</p> <ul style="list-style-type: none"> • Gives no evidence of the ability to determine the main idea or to explain the support for a main idea

Exemplar Response

Points Awarded	Sample Response
2	The main idea of the article is that Titan is a very interesting and unusual moon. The author points out many things that are unusual about Titan. For example, it is more like Earth than other planets. It has weather and liquid on the surface. It is also very large.
1	The main idea of the article is that Titan is interesting.
0	The article is about a moon called Titan.

ENGLISH LANGUAGE ARTS (ELA) WRITING RUBRICS

Grade 3 items that are not machine-scored—i.e., constructed-response, extended constructed-response, and extended writing-response items—are manually scored using either a holistic rubric or a two-trait rubric.

Four-Point Holistic Rubric

Genre: Narrative

A holistic rubric evaluates one major trait, which is ideas. On the Georgia Milestones EOG assessment, a holistic rubric is scored from zero to four. Each point value represents the difference in the levels or quality of the student's work. To score an item on a holistic rubric, a scorer need only choose the criteria and associated point value that best represents the student's work. Increasing point values represent a greater understanding of the content and, thus, a higher score.

Seven-Point, Two-Trait Rubric

Genre: Opinion or Informational/Explanatory

A two-trait rubric, on the other hand, evaluates two major traits, which are ideas and conventions. On the Georgia Milestones EOG assessment, a two-trait rubric contains two scales, one for each trait, ranging from zero to four on one scale (ideas) and zero to three on the other (conventions). A score is given for each of the two traits, for a total of seven possible points for the item. To score an item on a two-trait rubric, a scorer must choose the criteria and associated point value for each trait that best represents the student's work. The two scores are added together. Increasing point values represent a greater understanding of the content and, thus, a higher score.

On the following pages are the rubrics that will be used to evaluate writing on the Georgia Milestones Grade 3 English Language Arts EOG assessment.

Four-Point Holistic Rubric

Genre: Narrative

Writing Trait	Points	Criteria
<p><i>This trait examines the writer's ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.</i></p>	4	<p><i>The student's response is a well-developed narrative that fully develops a real or imagined experience based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Effectively establishes a situation and introduces a narrator and/or characters • Organizes an event sequence that unfolds naturally • Effectively uses narrative techniques, such as dialogue and description, to develop interesting experiences and events or show the response of characters to situations • Uses a variety of words and phrases consistently to signal the sequence of events • Provides a sense of closure that follows from the narrated experiences or events • Integrates ideas and details from source material effectively • Has very few or no errors in usage and/or conventions that interfere with meaning*
	3	<p><i>The student's response is a complete narrative that develops a real or imagined experience based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Establishes a situation and introduces one or more characters • Organizes events in a clear, logical order • Uses narrative techniques, such as dialogue and description, to develop experiences and events or show the response of characters to situations • Uses words and/or phrases to indicate sequence • Provides an appropriate sense of closure • Integrates some ideas and/or details from source material • Has a few minor errors in usage and/or conventions with no significant effect on meaning*
	2	<p><i>The student's response is an incomplete or oversimplified narrative based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Introduces a vague situation and at least one character • Organizes events in a sequence but with some gaps or ambiguity • Attempts to use a narrative technique, such as dialogue and description, to develop experiences and events or show the response of characters to situations • Uses occasional signal words to indicate sequence • Provides a weak or ambiguous sense of closure • Attempts to integrate ideas or details from source material • Has frequent errors in usage and conventions that sometimes interfere with meaning*

Four-Point Holistic Rubric

**Genre: Narrative
(continued)**

Writing Trait	Points	Criteria
<p><i>This trait examines the writer’s ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.</i></p>	1	<p><i>The student’s response provides evidence of an attempt to write a narrative based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Response is a summary of the story • Provides a weak or minimal introduction of a situation or a character • May be too brief to demonstrate a complete sequence of events • Shows little or no attempt to use dialogue or description to develop experiences and events or show the response of characters to situations • Uses words that are inappropriate, overly simple, or unclear to convey any sense of event order • Provides a minimal or no sense of closure • May use few, if any, ideas or details from source material • Has frequent major errors in usage and conventions that interfere with meaning*
	0	<p><i>The student will receive a condition code for various reasons:</i></p> <ul style="list-style-type: none"> • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the “Language Progressive Skills, by Grade” chart in the Appendix for those standards that need continued attention beyond the grade in which they were introduced.

Seven-Point, Two-Trait Rubric

Trait 1 for Informational/Explanatory Genre

Writing Trait	Points	Criteria
<p>Idea Development, Organization, and Coherence</p> <p><i>This trait examines the writer's ability to effectively establish a controlling idea and to support the idea with evidence from the text(s) read and to elaborate on the idea with examples, illustrations, facts, and other details in order. The writer must integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence (from text that they have read) in order to create cohesion for an informative/explanatory essay.</i></p>	4	<p><i>The student's response is a well-developed informative/explanatory text that examines a topic in depth and conveys ideas and information clearly based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Effectively introduces a topic • Effectively develops the topic with multiple facts, definitions, and details • Groups related ideas together to give some organization to the writing • Effectively uses linking words and phrases to connect ideas within categories of information • Provides a strong concluding statement or section
	3	<p><i>The student's response is a complete informative/explanatory text that examines a topic and presents information based on a text as a stimulus.</i></p> <ul style="list-style-type: none"> • Introduces a topic • Develops the topic with some facts, definitions, and details • Groups some related ideas together to give partial organization to the writing • Uses some linking words to connect ideas within categories of information, but relationships may not always be clear • Provides a concluding statement or section
	2	<p><i>The student's response is an incomplete or oversimplified informative/explanatory text that cursorily examines a topic based on a text as a stimulus.</i></p> <ul style="list-style-type: none"> • Attempts to introduce a topic • Attempts to develop a topic with too few details, but not all of these are supported or relevant to the topic • Ineffectively groups some related ideas together • Uses few linking words to connect ideas, but not all ideas are well connected to the topic • Provides a weak concluding statement or section
	1	<p><i>The student's response is a weak attempt to write an informative/explanatory text that examines a topic based on a text as a stimulus.</i></p> <ul style="list-style-type: none"> • May not introduce a topic or topic is unclear • May not develop a topic • May be too brief to group any related ideas together • May not use any linking words to connect ideas • Provides a minimal or no concluding statement or section
	0	<p><i>The student will receive a condition code for various reasons:</i></p> <ul style="list-style-type: none"> • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

Seven-Point, Two-Trait Rubric

Trait 2 for Informational/Explanatory Genre

Writing Trait	Points	Criteria
<p>Language Usage and Conventions</p> <p><i>This trait examines the writer’s ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.</i></p>	3	<p><i>The student’s response demonstrates full command of language usage and conventions.</i></p> <ul style="list-style-type: none"> • Has clear and complete sentence structure, with appropriate range and variety • Shows knowledge of language and its conventions when writing • Any errors in usage and conventions do not interfere with meaning*
	2	<p><i>The student’s response demonstrates partial command of language usage and conventions.</i></p> <ul style="list-style-type: none"> • Has complete sentences, with some variety • Shows some knowledge of language and its conventions when writing • Has minor errors in usage and conventions with no significant effect on meaning*
	1	<p><i>The student’s response demonstrates weak command of language usage and conventions.</i></p> <ul style="list-style-type: none"> • Has fragments, run-ons, and/or other sentence structure errors • Shows little knowledge of language and its conventions when writing • Has frequent errors in usage and conventions that interfere with meaning*
	0	<p><i>The student will receive a condition code for various reasons:</i></p> <ul style="list-style-type: none"> • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the “Language Progressive Skills, by Grade” chart in the Appendix for those standards that need continued attention beyond the grade in which they were introduced.

Seven-Point, Two-Trait Rubric

Trait 1 for Opinion Genre

Writing Trait	Points	Criteria
<p>Idea Development, Organization, and Coherence</p> <p><i>This trait examines the writer's ability to effectively establish a point of view and to support the opinion with reasons from the text(s) read. The writer must form an opinion from the text(s) in his/her own words and organize reasons for the opinion (from text that they have read) in order to create cohesion for an opinion essay.</i></p>	4	<p><i>The student's response is a well-developed opinion piece that effectively examines a topic and supports a point of view, with reasons, clearly based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Effectively introduces a topic and clearly states an opinion • Creates an effective organizational structure to group reasons • Provides clear, relevant reasons to support the opinion • Uses linking words and phrases effectively to connect opinions and reasons • Provides a strong concluding statement or section
	3	<p><i>The student's response is a complete opinion piece that examines a topic and supports a point of view based on text.</i></p> <ul style="list-style-type: none"> • Introduces a topic and states an opinion • Provides some organizational structure to group reasons • Provides reasons to support the opinion • Uses some linking words to connect opinions and reasons • Provides a concluding statement or section
	2	<p><i>The student's response is an incomplete or oversimplified opinion piece that examines a topic and partially supports a point of view based on text.</i></p> <ul style="list-style-type: none"> • Attempts to introduce a topic and state an opinion • Attempts to provide some organization, but structure sometimes impedes the reader • Attempts to provide reasons that sometimes support the opinion • Uses few linking words to connect opinions and reasons; connections are not always clear • Provides a weak concluding statement or section
	1	<p><i>The student's response is a weak attempt to write an opinion piece that examines a topic and does not support a text-based point of view.</i></p> <ul style="list-style-type: none"> • May not introduce a topic or state an opinion • May not have any organizational structure evident • May not provide reasons to support the opinion • May not use any linking words to connect opinions and reasons • Provides a minimal or no concluding statement or section
	0	<p><i>The student will receive a condition code for various reasons:</i></p> <ul style="list-style-type: none"> • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

Seven-Point, Two-Trait Rubric

Trait 2 for Opinion Genre

Writing Trait	Points	Criteria
<p>Language Usage and Conventions <i>This trait examines the writer’s ability to demonstrate control of sentence formation, usage and mechanics as embodied in the grade-level expectations of the language standards.</i></p>	3	<p><i>The student’s response demonstrates full command of language usage and conventions.</i></p> <ul style="list-style-type: none"> • Has clear and complete sentence structure, with appropriate range and variety • Shows knowledge of language and its conventions when writing • Any errors in usage and conventions do not interfere with meaning*
	2	<p><i>The student’s response demonstrates partial command of language usage and conventions.</i></p> <ul style="list-style-type: none"> • Has complete sentences, with some variety • Shows some knowledge of language and its conventions when writing • Has minor errors in usage and conventions with no significant effect on meaning*
	1	<p><i>The student’s response demonstrates weak command of language usage and conventions.</i></p> <ul style="list-style-type: none"> • Has fragments, run-ons, and/or other sentence structure errors • Shows little knowledge of language and its conventions when writing • Has frequent errors in usage and conventions that interfere with meaning*
	0	<p><i>The student will receive a condition code for various reasons:</i></p> <ul style="list-style-type: none"> • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the “Language Progressive Skills, by Grade” chart in the Appendix for those standards that need continued attention beyond the grade in which they were introduced.

ACTIVITY

The following activity develops skills in Unit 1: Reading Literary Text.

Standards: ELAGSE3RL1, ELAGSE3RL2, ELAGSE3RL3, ELAGSE3RL4, ELAGSE3RL5, ELAGSE3RL6, ELAGSE3RL7, ELAGSE3RL9, and ELAGSE3W3

Create a Story

Cut out a picture from a magazine or newspaper and paste it to the top of a blank sheet of lined paper. Look at your picture and consider the following questions:

- Who are the characters?
- What might be happening?
- When could the events take place?
- Where is the setting?

Based on your answers, write an original story about the picture. When you are finished, share your story with a family member or a friend. Have a discussion about what you saw in the picture and what they see in the picture. Consider how your stories could be different.

Tell a Story through Characters

Start by inventing a character. Each character should have a name and an occupation. Each character feels a certain way. Use the following suggestion to help you develop your character.

- Write on a piece of paper the following:
Sarah is a doctor. She feels bored. She always walks fast.
- Then fill in the blanks to create your own character.
(name) is a (job). (S)he feels _____. (S)he always _____.
- Work with friends and combine your characters into a story.
- Share the story with others.

ACTIVITY

The following activity develops skills in Unit 5: Language.

Standards: ELA.GSE3L1a-i

This activity is based on the card game Go Fish.

Prepare three stacks of index cards, 40 cards in each stack. In each stack, ten cards will have random nouns written on one side, ten will have adjectives, ten will have verbs, and ten will have adverbs. Make sure to include irregular forms, such as the adverb “well,” as well as verbs in different tenses.

If you need help remembering what the parts of speech are, take a piece of paper and fill in ten words under each category. Work with a partner, family member, or someone else.

nouns

verbs

adjectives

adverbs

Take five cards from a stack. The object of the game is to collect as many groups of words as possible. A group is five of the same kind of words.

If a player has a certain kind of card, such as an adjective, she selects an individual opponent and asks, “Do you have any . . . adjectives?” for example. That person must surrender an adjective card. If the opponent doesn’t have an adjective, he says, “Go fish!” and the player must “fish” from the unused portion of the deck.

The cards have only the words, not the category, written on them, so there may be some discussion about who is correct.

MATHEMATICS

DESCRIPTION OF TEST FORMAT AND ORGANIZATION

The Grade 3 Mathematics EOG assessment consists of a total of 73 items.

You will answer a variety of item types on the test. Some of the items are selected-response (multiple-choice), which means you choose the correct answer from four choices. Some items will ask you to write your response.

The test will be given in two sections.

- You may have up to 85 minutes per section to complete Sections 1 and 2.
- The test will take about 120 to 170 minutes.

CONTENT

The Grade 3 Mathematics EOG assessment will measure the Grade 3 standards that are described at www.georgiastandards.org.

The content of the assessment covers standards that are reported under these domains:

- Operations and Algebraic Thinking
- Number and Operations (including Number and Operations in Base 10 and Number and Operations—Fractions)
- Measurement and Data
- Geometry

ITEM TYPES

The Mathematics portion of the Grade 3 EOG assessment consists of selected-response (multiple-choice), technology-enhanced (multi-part or multi-select), constructed-response, and extended constructed-response items.

MATHEMATICS DEPTH OF KNOWLEDGE EXAMPLE ITEMS

Example items that represent applicable DOK levels are provided for you on the following pages. The items and explanations of what is expected of you to answer them will help you prepare for the test.

All example and sample items contained in this guide are the property of the Georgia Department of Education.

Example Item 1

Selected-Response

DOK Level 1: This item is a DOK level 1 item because it asks students to use what they know about units of mass and make an estimate.

Mathematics Grade 3 Content Domain: Measurement and Data

Standard: MGSE3.MD.2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.

Which of these is the BEST estimate for the mass of a feather?

- A. 1 gram
- B. 100 grams
- C. 1 kilogram
- D. 10 kilograms

Correct Answer: A

Explanation of Correct Answer: The correct answer is choice (A) 1 gram. A gram is a small unit of mass. A paper clip has a mass of about 1 gram, which is about the same as the mass of a feather. Choice (B) is incorrect because 100 grams is about the mass of 100 paper clips, which has a greater mass than a feather. Choice (C) is incorrect because 1 kilogram is about the mass of a textbook, which is much heavier than a feather. Choice (D) is incorrect because 10 kilograms is about the mass of 10 textbooks, which is much heavier than a feather.

Example Item 2**Constructed-Response**

DOK Level 2: This is a DOK level 2 item because it assesses the ability to solve a multiplication problem and explain the strategy used for solving it.

Mathematics Grade 3 Content Domain: Number and Operations in Base Ten

Standard: MGSE3.NBT.3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.

Part A Patrick wants to buy 3 video games. Each game cost \$60. How much money does Patrick need to save to buy all 3 video games? Write your answer in the space provided.

Part B Patrick writes an equation to find out how many days he needs to work to save enough money for one game. He makes \$20 a day.

$$20 \times \square = 60$$

Explain how you know that Patrick needs to work 3 days to save enough money for one game. Write your answer in the space provided.

Part A _____
Part B _____ _____ _____ _____ _____ _____ _____ _____

Example Item 2

Scoring Rubric

Points	Rationale
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates a complete understanding of multiplying one-digit numbers by multiples of ten. • The response is correct and complete. • The response shows the application of a reasonable and relevant strategy. • Mathematical ideas are expressed coherently in the response, which is clear, complete, logical, and fully developed.
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates a partial understanding of multiplying one-digit numbers by multiples of ten. • The response is mostly correct but contains either a computation error or an unclear or incomplete explanation. • The response shows the application of a relevant strategy, though the strategy may be only partially applied or may remain unexplained. • Mathematical ideas are expressed only partially in the response.
0	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates limited to no understanding of multiplying one-digit numbers by multiples of ten. • The response is incorrect. • The response shows no application of a strategy. • Mathematical ideas cannot be interpreted or lack sufficient evidence to support even a limited understanding.

Exemplar Response

Points Awarded	Sample Response
2	<p>\$180</p> <p>AND</p> <p>3 times 2 is 6 so 3 times \$20 is \$60 <i>or other valid explanation.</i></p>
1	<p>The student correctly answers one of the two parts.</p>
0	<p><i>Response is irrelevant, inappropriate, or not provided.</i></p>

Example Item 3

Extended Constructed-Response

DOK Level 3: This is a DOK level 3 item because it asks students to think outside of just division.

Mathematics Grade 3 Content Domain: Operations and Algebraic Thinking

Standard: MGSE3.OA.2. Interpret whole number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares (How many in each group?), or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each (How many groups can you make?).

Melissa is baking cookies. Her recipe requires 3 eggs for one batch of cookies. She has 24 eggs.

Part A Write an equation to find how many batches of cookies Melissa could make. Write your answer in the space provided.

Part B Solve your equation to find how many batches of cookies Melissa can make. Write your answer in the space provided.

Part C Explain how you solved your equation. Write your answer in the space provided.

Part D Melissa realizes 3 of her eggs are broken, so she cannot use them. Explain how you know that she can make one less batch. Write your answer in the space provided.

Go to the next page to finish Example Item 3.

Example Item 3. *Continued.*

Part A _____
Part B _____
Part C _____ _____ _____ _____ _____ _____ _____ _____
Part D _____ _____ _____ _____ _____ _____ _____ _____

Example Item 3

Scoring Rubric

Points	Rationale
4	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates a complete understanding of using multiplication and division to solve word problems by using drawings and equations. • The response is correct and complete. • The response shows the application of a reasonable and relevant strategy. • Mathematical ideas are expressed coherently in the response, which is clear, complete, logical, and fully developed.
3	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates a nearly complete understanding of using multiplication and division to solve word problems by using drawings and equations. • The response is mostly correct but contains either a computation error or an unclear or incomplete explanation. • The response shows the application of a relevant strategy, though the strategy may be only partially applied or may remain unexplained. • Mathematical ideas are expressed only partially in the response.
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates a partial understanding of using multiplication and division to solve word problems by using drawings and equations. • The response is only partially correct. • The response shows the application of a relevant strategy, though the strategy may be only partially applied or may remain unexplained. • Mathematical ideas are expressed only partially in the response.
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates a minimal understanding of using multiplication and division to solve word problems by using drawings and equations. • The response is only minimally correct. • The response shows the incomplete or inaccurate application of a relevant strategy. • Mathematical ideas are expressed only partially in the response.
0	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates limited to no understanding of using multiplication and division to solve word problems by using drawings and equations. • The response is incorrect. • The response shows no application of a strategy. • Mathematical ideas cannot be interpreted or lack sufficient evidence to support even a limited understanding.

Example Item 3

Exemplar Response

Points Awarded	Sample Response
4	Part A: $3x = 24$ or other valid equation AND Part B: 8 batches AND Part C: I realized that 3 times 8 is 24 or other valid process. AND Part D: Melissa can make one less batch because she lost 3 eggs, which is how many are needed for one batch. Or other valid process.
3	The student correctly answers three of the four parts.
2	The student correctly answers two of the four parts.
1	The student correctly answers one of the four parts.
0	<i>Response is irrelevant, inappropriate, or not provided.</i>

Note: If a student makes an error in one part that is carried through to subsequent parts, then the student is not penalized again for the same error.

MATHEMATICS CONTENT DESCRIPTION AND ADDITIONAL SAMPLE ITEMS

In this section, you will find information about what to study in order to prepare for the Grade 3 Mathematics EOG assessment. This includes key terms and important vocabulary words. This section also contains practice questions, with an explanation of the correct answer, and activities that you can do on your own or with your classmates or family to prepare for the test.

The organization of Mathematics units in this guide is based on Frameworks developed by the Curriculum and Instructional Division of the Georgia Department of Education. These Frameworks can be accessed at <https://www.georgiastandards.org/Georgia-Standards/Pages/Math-K-5.aspx>.

All example and sample items contained in this guide are the property of the Georgia Department of Education.

CONTENT DESCRIPTION

- Develop an understanding of place value and properties of operations.
- Perform multi-digit arithmetic and develop an understanding of fractions as numbers.
- Represent and solve problems involving multiplication and division.
- Understand properties of multiplication and the relationship between multiplication and division.
- Multiply and divide within 100.
- Solve problems involving the four operations.
- Identify and explain patterns in arithmetic.
- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- Represent and interpret data.
- Understand concepts of area and perimeter.
- Reason with shapes and their attributes.

Unit 1: Number and Operations in Base Ten

In this unit, you will learn about the place-value system. You will be able to perform operations in the correct order using the distributive, commutative, and associative properties. You will graph information and use line plots.

KEY TERMS

Place value: The value of a digit in a number based on its location. For example, the digit 4 in 243 is in the tens place and has a value of 4 tens, or 40. (NBT.1)

Forms of a number: Numbers can be written in different forms using the place value of each digit. Use the number 183 as an example.

- **Standard form:** The number written as a group of digits. For example, the standard form is 183. (NBT.1)
- **Expanded form:** The number is written as the sum of the values of its digits. For example, the expanded form is $100 + 80 + 3$. (NBT.1)
- **Rounded number:** The number is compared to multiples of 10 or 100 to find which number it is closest to. For example, 183 rounded to the nearest ten is 180 and 183 rounded to the nearest hundred is 200. (NBT.1)

Sum: The result of adding numbers. (NBT.2)

Difference: The result of subtracting numbers. (NBT.2)

Properties of Operations:

While you DO NOT need to know the formal terms of these properties, you do need to be flexibly and fluently applying each of them.

- **Associative Property of Addition:** If there are three or more addends, they can be grouped together in any way and the sum will stay the same. Example: $2 + (3 + 4) = (2 + 3) + 4$
- **Commutative Property of Addition:** Numbers can be added in any order and the sum will stay the same. Example: $2 + 3 = 3 + 2$
- **Identity Property of Addition:** Adding zero to a number does not change the value of the original number. Example: $3 + 0 = 3$ (NBT.2)

Chart or Table: Columns and rows used to display data.

Scaled picture graph (pictograph): Graph information or data using symbols in a table. One symbol can be used to represent more than one object. Half a symbol would represent half the number of objects. For example, a picture of a cat on a graph is equal to 4 cats and half of a picture of a cat on a graph is equal to 2 cats. (MD.3)

Scaled bar graph: Graph information or data using shaded squares. Each square on the bar graph can be used to represent more than one object; this is referred to as the scale. For example, one square on a graph is equal to seven people. (MD.3)

Line plot: A line plot is used to record measurements for a group of objects. The measurement values are shown, and a picture or mark is placed above the value for each object being measured. A line plot can include rational measurements. (MD.4)

Important Tip

- ✍ Models can be useful when adding and subtracting numbers. Use pictures, base ten blocks, or number lines to create a model of the problem before solving it on paper.

Sample Items 1–4**Item 1****Selected-Response**

There are 461 books in the library.

To the nearest hundred, ABOUT how many books are in the library?

- A. 400
- B. 460
- C. 470
- D. 500

Item 2**Selected-Response**

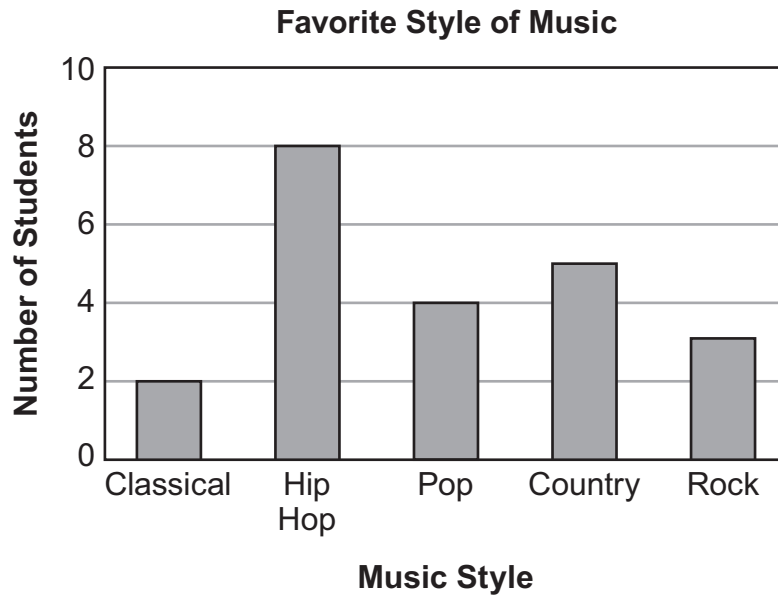
Solve.

$$724 + 152 = \square$$

- A. 776
- B. 875
- C. 876
- D. 975

Item 4**Extended Constructed-Response**

This bar graph represents data collected from a survey of students in Ms. Spencer's class.



- Part A** How many **MORE** students chose Hip Hop as their favorite style of music than chose Rock? Write your answer in the space provided.
- Part B** How many **FEWER** students chose Classical as their favorite style of music than chose Country? Explain how you found your answer. Write your answer in the space provided.
- Part C** Explain how the data in the bar graph would change if two students changed their answers from Country to Pop. Write your answer in the space provided.

Go to the next page to finish Item 4.

Item 4. Continued.

Part A _____
Part B _____ _____ _____ _____ _____ _____ _____ _____
Part C _____ _____ _____ _____ _____ _____ _____ _____

Unit 2: Operations and Algebraic Thinking: The Relationship between Multiplication and Division

In this unit, you will learn about the properties of multiplication and division and the relationship between them. You will use models to represent multiplicative and divisional equations.

KEY TERMS

Multiplication: The operation used to find the total number of objects in a set of equal groups. For example, 3 groups of 4 objects have a total of 12 objects.

Multiplier: The number that is being multiplied by. For example, in $2 \times 3 = 6$, the multiplier is 2.

Multiplicand: The number that is getting multiplied. For example, in $2 \times 3 = 6$, the multiplicand is 3.

Product: The answer of a multiplication problem. For example, in $2 \times 3 = 6$, the product is 6.

Division: The operation used to partition or break apart the total number of objects into a number of groups or into groups of a specific size. For example, 15 objects divided into 3 groups would put 5 objects in each group. Similarly, 15 objects divided into groups of 3 will create 5 groups.

Dividend: The number that is divided. For example, in $20 \div 4 = 5$, the dividend is 20.

Divisor: The number that is divided by. For example, in $20 \div 4 = 5$, the divisor is 4.

Quotient: The answer to a division problem. For example, $20 \div 4 = 5$, the quotient is 5.

Remainder: The amount remaining when division occurs. For example, when 7 cookies are shared equally among 3 people, each person will get 2 cookies and 1 will be left over. The remainder is 1.

Equation: A grouping of numbers, letters, and operations with an equal sign.

Expression: A grouping of numbers, letters, and operations without an equal sign.

Unknown: A value in an equation or expression that is missing. The unknown value can be represented by a symbol, letter, empty box, or even a question mark. When an unknown value is represented by a letter, for example x , it is called a variable.

Properties of Operations:

While students DO NOT need to know the formal terms for these properties, they do need to be flexibly and fluently applying each of them.

- **Commutative Property:** Numbers can be multiplied in any order and the product will stay the same. Example: $8 \times 7 = 7 \times 8$
- **Associative Property:** Three or more factors can be grouped together in any way and the product will stay the same. Example: $(3 \times 4) \times 2 = 3 \times (4 \times 2)$
- **Distributive Property:** Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$.
- **Identity Property:** Any number multiplied by 1 keeps its identity. Example: $6 \times 1 = 6$

Important Tip

- ✍ Equations can use symbols, letters, empty boxes, or even question marks to represent an unknown number. In a multiplicative equation, the unknown number might be the product or one of the factors. In a divisional equation, the unknown number might be the dividend, divisor, or quotient.
- ✍ There is a relationship between multiplication and division. Both operations relate equal groups of objects to a total number of objects. A multiplicative equation can be rewritten as a divisional equation. For example, $5 \times 6 = 30$ and $30 \div 5 = 6$.
- ✍ Knowing the product of two one-digit numbers can help in multiplying one-digit numbers by a multiple of 10. For example, 3 groups of 2 has a product of 6, 3 groups of 20 has a product of 60.

Sample Items 5–9**Item 5****Selected-Response**

An equation is written.

$$42 \div 6 = \square$$

Which other equation can be used to find the quotient?

- A. $6 \times \square = 42$
- B. $42 \times 6 = \square$
- C. $6 + \square = 42$
- D. $42 - \square = 6$

Item 6**Selected-Response**

Which expression has the same value as 6×16 ?

- A. $(6 \times 10) + (6 \times 6)$
- B. $(6 + 10) \times (6 + 6)$
- C. $(4 \times 10) + (2 \times 6)$
- D. $(4 + 10) \times (2 + 6)$

Item 7

Selected-Response

An equation is shown.

$$8 \times \square = 64$$

What is the missing number that makes the equation true?

- A. 8
- B. 9
- C. 56
- D. 72

Item 8

Constructed-Response

Max has 4 shelves and 28 books. He wants the same number of books on each shelf.

Part A How many books does Max put on each shelf? Write your answer in the space provided.

Part B Max buys books from 2 different stores. He buys 4 books from each store. How many total books does Max now have? Write your answer in the space provided.

Part A _____
Part B _____

Item 9**Multi-Part Technology-Enhanced**

A bag of 54 marbles will be shared equally among some friends. The equation shows that each friend takes 9 marbles.

$$54 \div \square = 9$$

Part A

How many friends share the bag of marbles?

- A. 6
- B. 45
- C. 63
- D. 486

Part B

Kim suggests they each take only 6 marbles so that they can share the bag of marbles with more people. How many people can now share the bag of 54 marbles?

- A. 9
- B. 48
- C. 60
- D. 324

Unit 3: Operations and Algebraic Thinking: Patterns in Addition and Multiplication

In this unit, you will work with word problems, arrays, and arithmetic patterns. You will calculate the area of a shape.

KEY TERMS

Equation: A grouping of numbers, letters, and operations with an equal sign.

Expression: A grouping of numbers, letters, and operations without an equal sign.

Unknown: A value in an equation or expression that is missing. The unknown value can be represented by a symbol, letter, empty box, or even a question mark. When an unknown value is represented by a letter, for example x , it is called a variable. (OA.8)

Arithmetic patterns: A pattern in the solutions to equations using the four operations. For example, any number times two is an even number. (OA.9)

Plane figure: A two-dimensional figure that consists of length and width.

Square unit: A square that is one unit of measure long and one unit of measure wide. This can include square inches, square feet, and other measurements. (MD.5)

Area: The amount of a two-dimensional surface that is contained within a plane figure. The area of a shape can be measured by covering the surface with square unit tiles. The tiles cannot overlap each other or leave gaps. (MD.5) The total number of square unit tiles used to cover the surface of the shape is equal to the area of the shape. (MD.6)

Array: A set of rows and columns. The total number of tiles in an array can be found using repeated addition or multiplication. (MD.7)

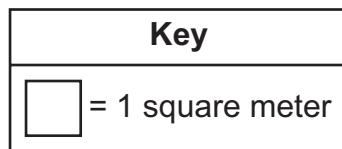
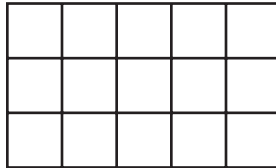
Area model: A rectangle covered with square unit tiles creates an array where the rows and columns are equal to the length and width of the shape. (MD.7)

Important Tip

- ✍ A letter can stand for an unknown in many different equations. A letter such as x will not be equal to the same number every time. The value of an unknown number depends on the problem.
- ✍ Identify arithmetic patterns found in any set of equations by looking at the change, likeness, or difference in the solutions. Arithmetic patterns can also be found in the addition table or multiplication table. Use properties of operations to explain the patterns.

Sample Items 10–13**Item 10****Selected-Response**

The diagram represents the floor of a rectangular garage.



What is the **TOTAL** area of the floor?

- A. 8 square meters
- B. 15 square meters
- C. 16 square meters
- D. 20 square meters

Item 11**Selected-Response**

Pam had 3 bags of marbles. There were 6 marbles in each bag. Pam gave 5 marbles to her friend.

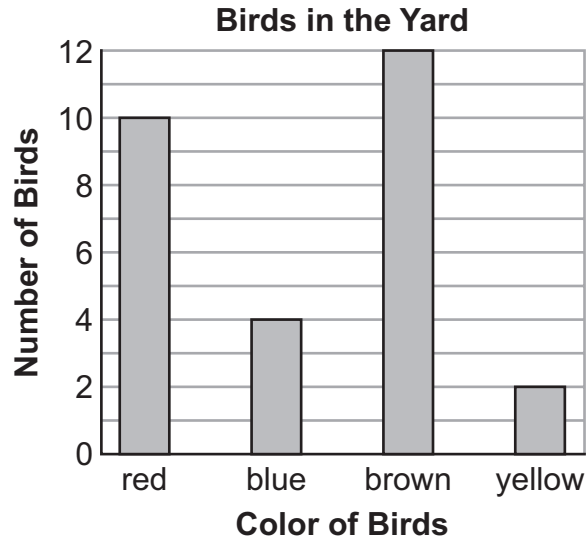
How many marbles did Pam have left?

- A. 13
- B. 14
- C. 18
- D. 23

Item 12

Constructed-Response

Ben counted the number of birds he saw in his yard over the weekend. The bar graph shows his data.



How many more red birds than yellow birds did Ben count? Explain how you found your answer.

Blank response area with horizontal lines for writing.

Item 13**Extended Constructed-Response**

Study the multiplication chart.

Multiplication Chart

×	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

Part A Describe a pattern found in the 5 column. Write your answer in the space provided.

Part B What would be the next number in the 5 column? Explain how you found your answer. Write your answer in the space provided.

Part C Explain why all the products in the 8 row are even. Write your answer in the space provided.

Go to the next page to finish Item 13.

Item 13. Continued.

<p>Part A</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Part B</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Go to the next page to finish Item 13.

Item 13. Continued.

Part C

Unit 4: Geometry

In this unit, you will explore plane shapes and their attributes. You will work with square units to find the area of a plane shape. You will also find the perimeters of shapes.

KEY TERMS

Plane shapes: A flat shape that can be measured in two dimensions, length and width. (G.1)

Attributes: Properties of plane shapes that can be used to sort the shapes into categories.

- Number of sides
- Length of sides
- Parallel lines
- Angles (G.1)

Angles:

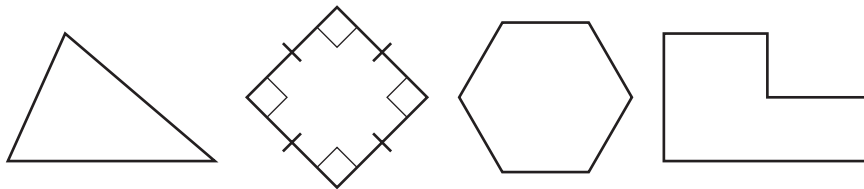
- **Acute:** An angle measure less than 90° .
- **Obtuse:** An angle measure greater than 90° .
- **Right:** An angle measure equal to 90° ; this is noted on geometric figures by a box in a corner that is 90° .

Parallel lines: Two lines that are always an equal distance apart.

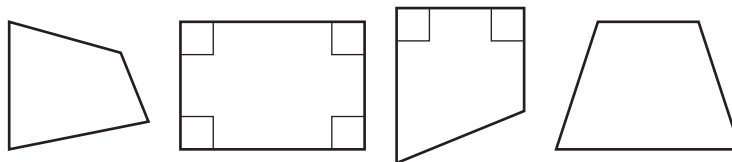
Perpendicular lines: Two lines that intersect at a 90° angle.

Categories: A label for shapes that have the same attributes. Some are listed below. (G.1)

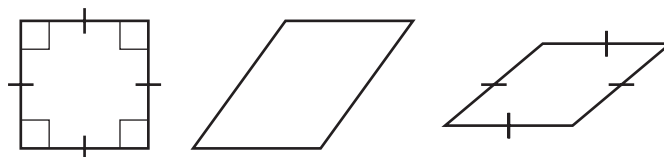
- **Polygon:** A closed plane figure made of three or more line segments, called sides, that have endpoints that intersect to form vertices.



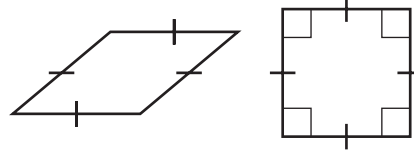
- **Quadrilateral:** A polygon with four sides.



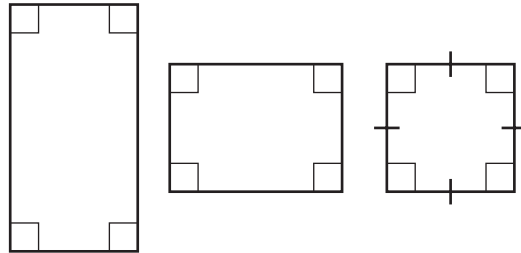
- **Parallelogram:** A quadrilateral with two pairs of parallel sides.



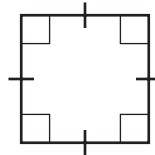
- **Rhombus:** A parallelogram with four sides of equal length.



- **Rectangle:** A parallelogram with four right angles.



- **Square:** A rhombus that is also a rectangle with four sides of equal length and four right angles.



Partitions: When a shape is divided into parts that have equal area. Each part is the same size and represents a fraction of the whole shape. (G.2)

Square unit: A square that is one unit of measure long and one unit of measure wide. This can include square inches, square feet, and other measurements. (MD.7)

Area: The size of a plane shape in square units. The area of a shape can be measured by covering the surface with square unit tiles. The tiles cannot overlap each other or leave gaps. (MD.5) The total number of square unit tiles used to cover the surface of the shape is equal to the area of the shape. (MD.6)

Array: A set of rows and columns. The total number of tiles in an array can be found using repeated addition or multiplication. (MD.7)

Area model: A rectangle covered with square unit tiles creates an array where the rows and columns are equal to the length and width of the shape. (MD.7)

Perimeter: The total length of all sides of a shape. (MD.8)

Important Tips

- ✍ Use the attributes of a shape to determine its category. Shapes can be turned and may appear different, but that does not change their shape.
- ✍ Shapes may belong to more than one category. For example, a rectangle can be in the quadrilateral category and the parallelogram category because it shares attributes with both categories.
- ✍ The perimeter of a shape can be found by adding the lengths of all its sides. The length of an unknown side can be found if all other side lengths are given along with the perimeter by using an equation with a letter or symbol for the unknown value. (MD.8)

Sample Items 14–18

Item 14

Selected-Response

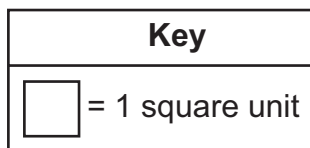
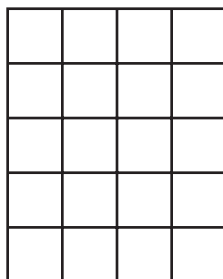
Which one of these quadrilaterals ALWAYS has four sides of equal length?

- A. rectangle
- B. square
- C. trapezoid
- D. parallelogram

Item 15

Selected-Response

A wall is covered in square tiles as shown in the diagram.



Which expression shows how to find the area of this wall?

- A. $4 + 5$
- B. 5×5
- C. 5×4
- D. $4 + 5 + 4 + 5$

Item 16**Selected-Response**

A rectangular board has an area of 1 square foot. Sam cuts the board into 4 parts that have equal areas. He uses one part to make a birdhouse. What is the area of the part that Sam uses?

- A. $\frac{1}{4}$ square foot
- B. $\frac{3}{4}$ square foot
- C. $1\frac{1}{4}$ square feet
- D. $\frac{4}{1}$ square feet

Item 17**Multi-Select Technology-Enhanced**

Mrs. Pike has pieces of paper that are different colors. Each piece of paper is a rectangle. The table shows the length and width for the different colors of paper.

(Area = Length \times Width)

Mrs. Pike's Colors of Paper

Color	Width (inches)	Length (inches)
yellow	4	9
white	7	5
brown	10	4
green	6	6
orange	5	8
red	12	3

Select **THREE** colors of paper that each have an area of 36 square inches.

- A. yellow
- B. white
- C. brown
- D. green
- E. orange
- F. red

Item 18

Multi-Part Technology-Enhanced

Part A

A city plans to build a new rectangular-shaped park. The perimeter of the park will be 940 meters. The width of the park will be 300 meters. (Perimeter = Length + Width + Length + Width)

What will be the length, in meters, of the new park?

- A. 170
- B. 340
- C. 600
- D. 640

Part B

The old city park is rectangular. It has a length of 350 meters. It has a width of 125 meters.

What is the perimeter, in meters, of the old city park?

- A. 250
- B. 475
- C. 700
- D. 950

Unit 5: Representing and Comparing Fractions

In this unit, you will work with fractions. You will develop an understanding of equivalent fractions and how to compare fractions. You will also use models, number lines, and pictures to compare fractions.

KEY TERMS

Fraction: This is a number that represents equal parts of a whole. (NF.1)

Numerator: The top number of a fraction shows the number of equal parts you are referring to. (NF.1)

Denominator: The bottom number of a fraction shows the total number of equal parts the whole is divided into. (NF.1)

Number line: A way to represent fractions by dividing the line between 0 and 1 into equal parts. The denominator shows how many equal parts the number line is divided into. The numerator shows how many equal parts of the whole make up the number. For example, to show the fraction $\frac{1}{4}$, divide the number line into 4 equal sections between 0 and 1. The numerator shows that the fraction represents 1 equal section of the total 3. (NS.2)

Equivalent fractions: Fractions that are the same size or at the same point on the number line and represent the same values. (NF.3)

Whole numbers: Known as the counting numbers (1, 2, 3, 4, ...) or also called integers. Whole numbers can also be written as fractions. The number 1 can be written using the total number of equal parts in the whole as both the numerator and the denominator, as in the example $\frac{3}{3}$. A whole number greater than one is shown as the whole number over a denominator of one. The denominator shows that the whole is one equal part and the numerator shows how many wholes are in the number, such as $\frac{3}{1}$ or $\frac{6}{2}$. (NF.3)

Compare: Determine the value or size of two fractions to see which fraction is larger. Fractions can be compared by looking at the number of equal parts and the size of the equal parts.

- **Greater than:** If a fraction is larger in size and value, use the symbol $>$.
- **Less than:** If a fraction is smaller in size and value, use the symbol $<$.
- **Equal to:** If the fractions are the same size, they are equivalent fractions, so use the symbol $=$. (NF.3)

Important Tips

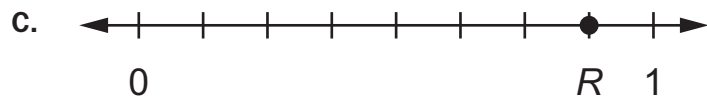
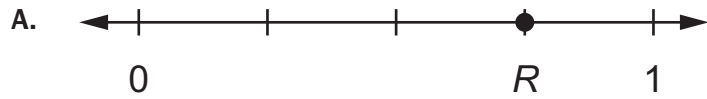
- ✍ A fraction with a large denominator will have smaller equal parts. A fraction with a small denominator will have larger equal parts. So, $\frac{1}{4}$ has a value less than $\frac{1}{2}$ because the size of the equal parts is smaller.
- ✍ When comparing fractions, look at both the numerator and the denominator to find the value of the fraction. The numerator tells the number of parts of the whole number. The denominator tells the size of the whole.
- ✍ Fraction models, number lines, and pictures can be used to show fractions. Use models of the same size and shape for fractions that have the same whole when comparing.

Sample Items 19–22

Item 19

Selected-Response

Which number line shows point R at $\frac{3}{4}$?



Item 20

Selected-Response

The shaded part of the rectangle is $\frac{1}{2}$ of the rectangle.

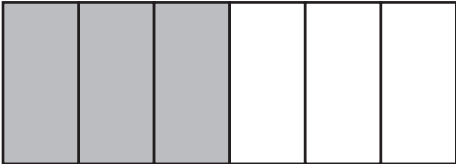


Which fraction is equivalent to $\frac{1}{2}$?

A. $\frac{3}{4}$



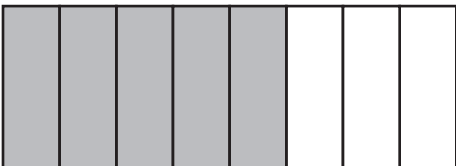
B. $\frac{3}{6}$



C. $\frac{2}{3}$



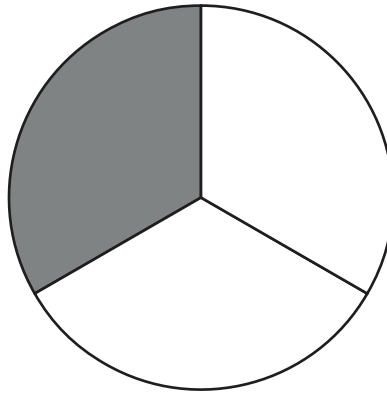
D. $\frac{5}{8}$



Item 21

Selected-Response

A circle is partitioned into equal parts.



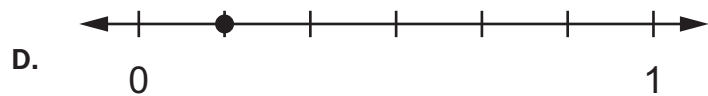
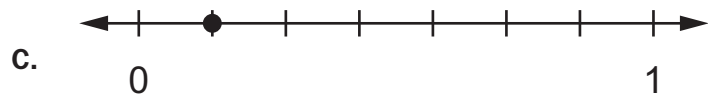
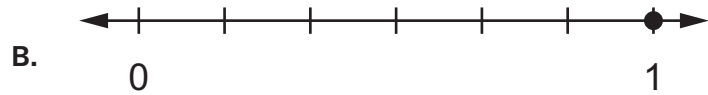
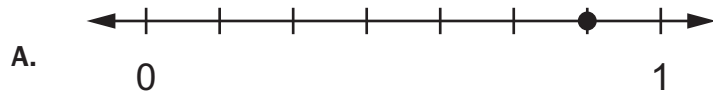
Which fraction represents the SHADED part of this circle?

- A. $\frac{1}{3}$
- B. $\frac{2}{3}$
- C. $\frac{2}{4}$
- D. $\frac{1}{4}$

Item 22

Selected-Response

Molly plots $\frac{1}{6}$ on a number line. Which number line shows the point Molly plots?



Unit 6: Measurement

In this unit, you will work with different kinds of measurement. You will tell and write time and determine elapsed time. You will estimate and measure liquid volume and mass.

KEY TERMS

Time: Measured to the nearest minute using a digital or analog clock. (MD.1)

Elapsed time: The time interval or amount of time an event takes. Use addition and subtraction to solve word problems involving elapsed time. A number line can be used to show the beginning and ending time of an event or to measure the length of time, in minutes, an event occurs. (MD.1)

Length: Distance of an object from one end of the object to the other end of the object. (MD.2)

Liquid volume: The amount of liquid a container holds is measured in liters. (MD.2)

Mass: The weight of an object is measured in grams or kilograms. (MD.2)

Important Tips

- ✍ When solving problems involving liquid volume and mass, all measurements must be in the same unit.
- ✍ Determine the intervals on measurement scales before measuring a liquid volume or mass. Measurement tools can use different intervals; for example, one beaker may use intervals of 5 liters and another container may use intervals of 2 liters.
- ✍ Use the four operations to solve problems involving liquid volume and mass with the same units of measure. For example, 15 grams of flour added to 12 grams of sugar will result in a total of 27 grams all together.

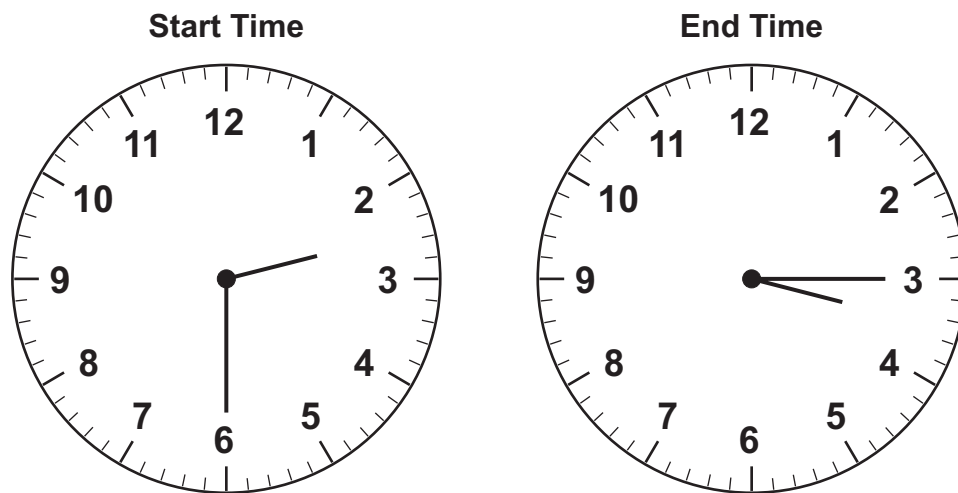
Sample Items 23–26**Item 23****Selected-Response**

Which of these is the BEST estimate for the amount of water needed to fill a bathtub?

- A. 2 liters
- B. 20 liters
- C. 200 liters
- D. 2,000 liters

Item 24**Selected-Response**

The time Sara’s swim lesson starts and the time it ends are shown.



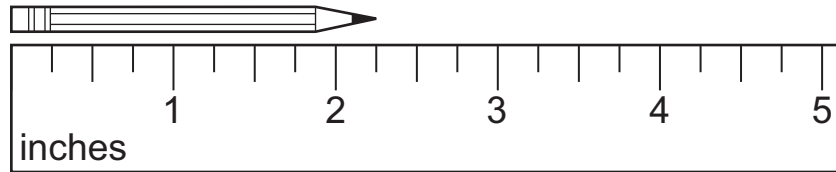
How long is her swim lesson?

- A. 30 minutes
- B. 45 minutes
- C. 60 minutes
- D. 90 minutes

Item 25

Selected-Response

Look at this pencil and ruler.

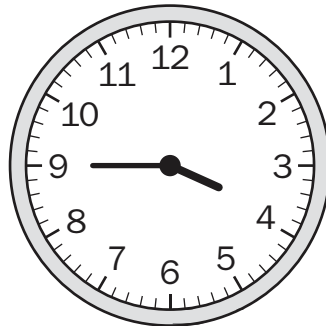


What is the length of the pencil to the nearest quarter inch?

- A. 2 inches
- B. $2\frac{1}{4}$ inches
- C. $2\frac{1}{2}$ inches
- D. $2\frac{3}{4}$ inches

Item 26**Constructed-Response**

A clock is shown.



Part A A movie ends at the time shown on the clock. What time did the movie end? Write your answer in the space provided.

Part B The movie was 90 minutes long. What time did the movie start? Write your answer in the space provided.

Part A _____

Part B _____

MATHEMATICS ADDITIONAL SAMPLE ITEM KEYS

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
1	MGSE3.NBT.1	2	D	The correct answer is choice (D) 500. To round to the nearest hundred, the value of the digit in the tens place is evaluated. If the digit in the tens place is 5 or greater, the digit in the hundreds place rounds up to the greater hundred. Choice (A) is incorrect because it is the result of rounding down to the lesser hundred. Choice (B) is incorrect because it shows rounding to the nearest ten, not to the nearest hundred. Choice (C) is incorrect because it incorrectly shows rounding to the nearest ten.
2	MGSE3.NBT.2	2	C	The correct answer is choice (C) 876. Choice (A) is incorrect because the one hundred of 152 was not added. Choice (B) is incorrect because the ones place was added incorrectly. Choice (D) is incorrect because the digits were incorrectly aligned and the digits were added from the outside in—7 with 2, 2 with 5, and 4 with 1.
3	MGSE3.NBT.2	2	N/A	See scoring rubric and sample response on page 119.
4	MGSE3.MD.4	3	N/A	See scoring rubric and sample response beginning on page 120.
5	MGSE3.OA.6	2	A	The correct answer is choice (A) $6 \times \square = 42$. Multiplication is the inverse operation of division. Choices (B), (C), and (D) are incorrect because they either use the wrong inverse operation (addition or subtraction) or replace the division with multiplication.
6	MGSE3.OA.5	2	A	The correct answer is choice (A) $(6 \times 10) + (6 \times 6)$. The value 16 can be decomposed into $6 + 10$. Following the properties of operations, $6 \times 16 = 6 \times (10 + 6) = (6 \times 10) + (6 \times 6)$. Choice (B) is incorrect because it reverses the use of multiplication and addition when using the distributive property. Choice (C) incorrectly regroups both numbers into easier numbers. Choice (D) incorrectly regroups both numbers into easier numbers and reverses the use of multiplication and addition.
7	MGSE3.OA.4	2	A	The correct answer is choice (A) 8. The number in the box is the factor that when multiplied by 8 equals 64. Choice (B) is incorrect because when 8 is multiplied by 9, the product is 72. Choice (C) is incorrect because 56 is the answer when 8 is subtracted from 64. Choice (D) is incorrect because 72 is the answer when 8 is added to 64.
8	MGSE3.OA.3	2	N/A	See scoring rubric and sample response on page 122.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
9	MGSE3.OA.4	3	Part A: A Part B: A	Part A: The correct answer is choice (A) 6. The inverse of division is multiplication, so 9×6 is 54. Choice (B) is incorrect because it uses subtraction. Choice (C) is incorrect because it uses addition. Choice (D) is incorrect because it multiplies 54 by 9. Part B: The correct answer is choice (A) 9. The number 54 divided by 6 is 9. Choice (B) is incorrect because it uses subtraction. Choice (C) is incorrect because it uses addition. Choice (D) is incorrect because it multiplies 54 by 6.
10	MGSE3.MD.6	1	B	The correct answer is choice (B) 15 square meters. There are 3 rows of 5 squares. Choice (A) is incorrect because it is the sum of two sides. Choice (C) is incorrect because it is the perimeter, not the area. Choice (D) is incorrect because it would mean an extra row of squares was added to the rectangle.
11	MGSE3.OA.8	2	A	The correct answer is choice (A) 13 marbles. First, 3 groups of 6 were multiplied to find a total of 18 marbles. Then 5 marbles were subtracted from the total. Choice (B) is incorrect because the answer is found by adding 3, 6, and 5. Choice (C) is incorrect because after the total number of marbles in the three bags was found, 5 marbles needed to be subtracted from the product. Choice (D) is incorrect because after the total number of marbles in the three bags was found, the 5 marbles needed to be subtracted from, not added to, 18.
12	MGSE3.MD.3	2	N/A	See scoring rubric and sample response on page 123.
13	MGSE3.OA.9	3	N/A	See scoring rubric and sample response beginning on page 124.
14	MGSE3.G.1	1	B	The correct answer is choice (B) square. A square is a quadrilateral, a polygon with four sides, and all of the sides have the same length. Choices (A) and (C) are incorrect because all sides do not have to be equal. Choice (D) is incorrect because only the opposite sides need to be equal.
15	MGSE3.MD.7	2	C	The correct answer is choice (C) 5×4 . This expression shows that the area of the rectangle is the product of the length and width. Choice (A) is incorrect because it shows an addition problem. Choice (B) is incorrect because it shows an incorrect expression. Choice (D) is incorrect because it shows how to find the figure's perimeter, not its area.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
16	MGSE3.G.2	2	A	The correct answer is choice (A) $\frac{1}{4}$ square foot. The whole area of 1 foot is divided into 4 equal parts, so each part is $\frac{1}{4}$ of the whole area. Choice (B) is incorrect because it is the area of the parts Sam does not use. Choice (C) is incorrect because it is the sum of the whole and the part. Choice (D) is incorrect because it is the product of the whole area and 4.
17	MGSE3.MD.7b	2	A/D/F	The correct answers are choices (A), (D), and (F). Choice (A) is correct because 4 multiplied by 9 is 36. Choice (D) is correct because 6 multiplied by 6 is 36. Choice (F) is correct because 12 multiplied by 3 is 36. Choice (B) is incorrect because 7 multiplied by 5 is 35. Choice (C) is incorrect because 10 multiplied by 4 is 40. Choice (E) is incorrect because 5 multiplied by 8 is 40.
18	MGSE3.MD.8	2	Part A: A Part B: D	Part A: The correct answer is choice (A) 170. Remove the two widths from the perimeter to get $940 - 300 - 300 = 340$. This is the sum of two lengths, so divide by 2 to determine that one length is 170. Choice (B) is incorrect because it is the total of both lengths. Choice (C) is incorrect because it is the sum of the two widths. Choice (D) is incorrect because it is the difference between the perimeter and one width. Part B: The correct answer is choice (D) 950. Perimeter is adding all the sides together, so $350 + 125 + 350 + 125$. Choice (A) is incorrect because it is the sum of two widths. Choice (B) is incorrect because it is the sum of one width and one length. Choice (C) is incorrect because it is the sum of two lengths.
19	MGSE3.NF.2b	1	A	The correct answer is choice (A). The number line is divided into fourths, and the point is located on the third of the four division lines. Choice (B) is incorrect because the point is located at $\frac{2}{6}$. Choice (C) is incorrect because the point is located at $\frac{7}{8}$. Choice (D) is incorrect because the point is located at $\frac{1}{3}$.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
20	MGSE3.NF.3a	2	B	The correct answer is choice (B) $\frac{3}{6}$. The shaded value of $\frac{3}{6}$ is equal to the shaded value of $\frac{1}{2}$. Choices (A), (C), and (D) are incorrect because the shaded value in each rectangle is not equal to the shaded value of $\frac{1}{2}$.
21	MGSE3.NF.1	2	A	The correct answer is choice (A) $\frac{1}{3}$. The circle is partitioned into three equal parts, represented by the denominator of 3. There is one shaded part, represented by the numerator of 1. Choice (B) is incorrect because the circle shows 1 part shaded, not 2. Choices (C) and (D) are incorrect because these fractions represent a whole divided into 4 parts, not 3.
22	MGSE3.NF.2a	1	D	The correct answer is choice (D). It shows the number line partitioned into sixths, and the first division plotted with a point to show $\frac{1}{6}$. Choice (A) is incorrect because the number line is partitioned into sevenths. Choice (B) is correctly partitioned into sixths but the choice is incorrect because the point is incorrectly plotted and shows 1. Choice (C) is incorrect because the number line is partitioned into sevenths, so the plotted point shows $\frac{1}{7}$.
23	MGSE3.MD.2	2	C	The correct answer is choice (C) 200 liters. A large bottle of water holds about 1 liter, and it would take about 200 bottles to fill a bathtub. Choice (A) is incorrect because 2 bottles of water would not fill a bathtub. Choice (B) is incorrect because 20 bottles of water would not fill a bathtub. Choice (D) is incorrect because 2,000 bottles would be too much—a bathtub could not hold that much water.
24	MGSE3.MD.1	2	B	The correct answer is choice (B) 45 minutes. The swim lesson started at 2:30 and ended at 3:15, a total of 45 minutes. Choices (A), (C), and (D) are incorrect because they are incorrect amounts of time passed.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
25	MGSE3.MD.4	2	B	The correct answer is choice (B) $2\frac{1}{4}$ inches. The ruler is marked in fourths, and the pencil end is closest to the first mark after 2. Choice (A) is incorrect because the pencil end is closer to the first quarter-inch mark after 2, not to 2. Choice (C) is incorrect because the pencil end is closer to the first quarter-inch mark after 2 than to the second. Choice (D) is incorrect because the pencil end is closer to the first quarter-inch mark after 2 than to the third.
26	MGSE3.MD.1	3	N/A	See scoring rubric and sample response on page 126.

MATHEMATICS SAMPLE SCORING RUBRICS AND EXEMPLAR RESPONSES

Item 3

Scoring Rubric

Points	Rationale
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"> The response demonstrates a complete understanding of fluently adding and subtracting within 1,000. The response is correct and complete. The response shows the application of a reasonable and relevant strategy. Mathematical ideas are expressed coherently in the response, which is clear, complete, logical, and fully developed.
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"> The response demonstrates a partial understanding of fluently adding and subtracting within 1,000. The response is mostly correct but contains either a computation error or an unclear or incomplete explanation. The response shows the application of a relevant strategy, though the strategy may be only partially applied or may remain unexplained. Mathematical ideas are expressed only partially in the response.
0	<p>The response achieves the following:</p> <ul style="list-style-type: none"> The response demonstrates limited to no understanding of fluently adding and subtracting within 1,000. The response is incorrect. The response shows no application of a strategy. Mathematical ideas cannot be interpreted or lack sufficient evidence to support even a limited understanding.

Exemplar Response

Points Awarded	Sample Response
2	<p>247</p> <p>AND</p> <p>I took $571 = 500 + 60 + 11$ and $324 = 300 + 20 + 4$ and subtracted $500 - 300$ to get 200. $60 - 20$ to get 40 and $11 - 4$ to get 7. <i>Or other valid explanation.</i></p>
1	<p>247 with no explanation or an incorrect explanation</p> <p>OR</p> <p><i>an explanation that contains a computation error but contains the correct process</i></p>
0	<p><i>Response is irrelevant, inappropriate, or not provided.</i></p>

Item 4

Scoring Rubric

Points	Rationale
4	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates a complete understanding of how to solve problems using scaled bar graphs. • The response is correct and complete. • The response shows the application of a reasonable and relevant strategy. • Mathematical ideas are expressed coherently in the response, which is clear, complete, logical, and fully developed.
3	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates a nearly complete understanding of how to solve problems using scaled bar graphs. • The response is mostly correct but contains either a computation error or an unclear or incomplete explanation. • The response shows the application of a relevant strategy, though the strategy may be only partially applied or may remain unexplained. • Mathematical ideas are expressed only partially in the response.
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates a partial understanding of how to solve problems using scaled bar graphs. • The response is only partially correct. • The response shows the application of a relevant strategy, though the strategy may be only partially applied or may remain unexplained. • Mathematical ideas are expressed only partially in the response.
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates a minimal understanding of how to solve problems using scaled bar graphs. • The response is only minimally correct. • The response shows the incomplete or inaccurate application of a relevant strategy. • Mathematical ideas are expressed only partially in the response.
0	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates limited to no understanding of how to solve problems using scaled bar graphs. • The response is incorrect. • The response shows no application of a strategy. • Mathematical ideas cannot be interpreted or lack sufficient evidence to support even a limited understanding.

Item 4

Exemplar Response

Points Awarded	Sample Response
4	<p>Part A: 5 more chose Hip Hop than Rock</p> <p>AND</p> <p>Part B: 3 fewer chose Classical than Country</p> <p>AND</p> <p>There are 2 students that chose Classical and 5 that chose Country so 3 fewer students chose Classical than Country. <i>Or other valid process.</i></p> <p>AND</p> <p>Part C: Country would have 3 students and Pop would have 6. <i>Or other valid explanation.</i></p>
3	The student correctly answers three of the four parts.
2	The student correctly answers two of the four parts.
1	The student correctly answers one of the four parts.
0	<i>Response is irrelevant, inappropriate, or not provided.</i>

Item 8

Scoring Rubric

Points	Rationale
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates a complete understanding of the meaning of multiplication, through groups of objects or an array. • The response is correct and complete. • The response shows the application of a reasonable and relevant strategy. • Mathematical ideas are expressed coherently in the response, which is clear, complete, logical, and fully developed.
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates a partial understanding of the meaning of multiplication, through groups of objects or an array. • The response is mostly correct but contains either a computation error or an unclear or incomplete explanation. • The response shows the application of a relevant strategy, though the strategy may be only partially applied or may remain unexplained. • Mathematical ideas are expressed only partially in the response.
0	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates limited to no understanding of the meaning of multiplication, through groups of objects or an array. • The response is incorrect. • The response shows no application of a strategy. • Mathematical ideas cannot be interpreted or lack sufficient evidence to support even a limited understanding.

Exemplar Response

Points Awarded	Sample Response
2	<p>Part A: 7 books</p> <p>AND</p> <p>Part B: 36 books</p>
1	<p>The student correctly answers one of the two parts.</p>
0	<p><i>Response is irrelevant, inappropriate, or not provided.</i></p>

Item 12

Scoring Rubric

Points	Rationale
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates a complete understanding of solve “how many more” problems using information presented in a scaled bar graph. • The response is correct and complete. • The response shows the application of a reasonable and relevant strategy. • Mathematical ideas are expressed coherently in the response, which is clear, complete, logical, and fully developed.
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates a partial understanding of solve “how many more” problems using information presented in a scaled bar graph. • The response is mostly correct but contains either a computation error or an unclear or incomplete explanation. • The response shows the application of a relevant strategy, though the strategy may be only partially applied or may remain unexplained. • Mathematical ideas are expressed only partially in the response.
0	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates limited to no understanding of solve “how many more” problems using information presented in a scaled bar graph. • The response is incorrect. • The response shows no application of a strategy. • Mathematical ideas cannot be interpreted or lack sufficient evidence to support even a limited understanding.

Exemplar Response

Points Awarded	Sample Response
2	<p>Ben counted 8 more red birds than yellow birds.</p> <p>AND</p> <p>The bar for red ends at 10 to show that Ben counted 10 red birds. The bar for yellow ends at 2 to show that Ben counted 2 red birds. 10 minus 2 is 8. <i>Or other valid explanation.</i></p>
1	<p>Ben counted 8 more red birds than yellow birds <i>with no explanation or an incorrect explanation</i></p> <p>OR</p> <p><i>an explanation that contains a computation error but contains the correct process.</i></p>
0	<p><i>Response is irrelevant, inappropriate, or not provided.</i></p>

Item 13

Scoring Rubric

Points	Rationale
4	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates a complete understanding of patterns on the multiplication chart. • The response is correct and complete. • The response shows the application of a reasonable and relevant strategy. • Mathematical ideas are expressed coherently in the response, which is clear, complete, logical, and fully developed.
3	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates a nearly complete understanding of patterns on the multiplication chart. • The response is mostly correct but contains either a computation error or an unclear or incomplete explanation. • The response shows the application of a relevant strategy, though the strategy may be only partially applied or may remain unexplained. • Mathematical ideas are expressed only partially in the response.
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates a partial understanding of patterns on the multiplication chart. • The response is only partially correct. • The response shows the application of a relevant strategy, though the strategy may be only partially applied or may remain unexplained. • Mathematical ideas are expressed only partially in the response.
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates a minimal understanding of patterns on the multiplication chart. • The response is only minimally correct. • The response shows the incomplete or inaccurate application of a relevant strategy. • Mathematical ideas are expressed only partially in the response.
0	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates limited to no understanding of patterns on the multiplication chart. • The response is incorrect. • The response shows no application of a strategy. • Mathematical ideas cannot be interpreted or lack sufficient evidence to support even a limited understanding.

Item 13

Exemplar Response

Points Awarded	Sample Response
4	Part A: Each number ends in a 5 or a 0 <i>or other valid pattern.</i> AND Part B: 55 AND because each increases by 5 and $50 + 5$ is 55 <i>or other valid reasoning</i> AND Part C: 8 is even so every multiple of 8 is even. <i>Or other valid reasoning.</i>
3	The student correctly answers three of the four parts.
2	The student correctly answers two of the four parts.
1	The student correctly answers one of the four parts.
0	<i>Response is irrelevant, inappropriate, or not provided.</i>

Item 26

Scoring Rubric

Points	Rationale
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates a complete understanding of telling and writing time to the nearest minute and determining elapsed time. • The response is correct and complete. • The response shows the application of a reasonable and relevant strategy. • Mathematical ideas are expressed coherently in the response, which is clear, complete, logical, and fully developed.
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates a partial understanding of telling and writing time to the nearest minute and determining elapsed time. • The response is mostly correct but contains either a computation error or an unclear or incomplete explanation. • The response shows the application of a relevant strategy, though the strategy may be only partially applied or may remain unexplained. • Mathematical ideas are expressed only partially in the response.
0	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates limited to no understanding of telling and writing time to the nearest minute and determining elapsed time. • The response is incorrect. • The response shows no application of a strategy. • Mathematical ideas cannot be interpreted or lack sufficient evidence to support even a limited understanding.

Exemplar Response

Points Awarded	Sample Response
2	<p>Part A: 3:45</p> <p>AND</p> <p>Part B: 2:15</p>
1	<p>The student correctly answers one of the two parts.</p>
0	<p><i>Response is irrelevant, inappropriate, or not provided.</i></p>

ACTIVITY

The following activities develop skills in Unit 3: Operations and Algebraic Thinking: Patterns in Addition and Multiplication.

Standards: MGSE3.OA.1, MGSE3.OA.2, MGSE3.OA.3, MGSE3.OA.4, MGSE3.OA.5, MGSE3.OA.6, MGSE3.OA.7, MGSE3.NBT.3, MGSE3.MD.3, MGSE3.MD.4

Work with manipulatives such as Base Ten blocks and counters.

- Make arrays with counters to determine the total amount. Choose a total amount and determine how many rows and columns are needed to show the number as an array.
- Use Base Ten blocks to show regrouping in addition problems.

Write problems with unknowns as you use manipulatives.

- For example: *I know there are 4 groups of counters. I don't know how many are in each group, but I know there are 16 total counters and each group has the same amount. How many counters are in each group?*
- Act out the problem with the counters and record the equation with the unknown.

Use multiplication tables to work with finding patterns.

- Use the chart for multiplication and division facts.

Act out word problems with friends or family.

- For example: *There are 12 students in class. They line up in 4 equal lines during gym class. How many students are in each line?*
- Write your own word problems and act them out.

ACTIVITY

The following activities develop skills in Unit 6: Measurement.

Standards: MGSE3.MD.1, MGSE3.MD.2, MGSE3.MD.3, MGSE3.MD.4

Determine time to the nearest minute and measure elapsed time using real-life examples.

- Over a few days, keep a log of the times you start and stop activities.
- Then calculate the amount of time you spent on each activity.

Use sticky notes or small pieces of paper to gather data about your family and friends.

- For example, ask your friends or family what their favorite color is and then write the name of the color on a sticky note or small piece of paper.
- Use the sticky notes or pieces of paper to create a bar graph, and then read it and interpret the data.
- Use the bar graph to create a picture graph.

Measure to the nearest half or quarter inch using a ruler.

- For example: *What is the length of your shoe?*
- Use the data to make line plots to display and interpret the data.

Explore volume and mass.

- Weigh items by comparing to the weight of a paper clip or feather.
- Use measuring cups, bowls, and pitchers to work with liquid volume.

APPENDIX: LANGUAGE PROGRESSIVE SKILLS, BY GRADE

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)							
	3	4	5	6	7	8	9–10	11–12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.								
L.3.3a. Choose words and phrases for effect.								
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.								
L.4.1g. Correctly use frequently confused words (e.g., <i>to/too/two; there/their</i>).								
L.4.3a. Choose words and phrases to convey ideas precisely.*								
L.4.3b. Choose punctuation for effect.								
L.5.1d. Recognize and correct inappropriate shifts in verb tense.								
L.5.2a. Use punctuation to separate items in a series.†								
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.								
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.								
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.†								
L.6.3b. Maintain consistency in style and tone.								
L.7.1c. Places phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.								
L.9-10.1a. Use parallel structure.								

* Subsumed by L.7.3a

† Subsumed by L.9-10.1a

‡ Subsumed by L.11-12.3a

Study/Resource Guide
for Students and Parents
Grade 3
End-of-Grade

