

"In the end, there is no program or policy that can substitute for a mother or father who will attend those parent-teacher conferences, or help with homework after dinner, or turn off the TV, put away the video games, and read to their child. I speak to you not just as a President, but as a father when I say that responsibility for our children's education must begin at home."

President Barack Obama
Address to Congress, February 24, 2009

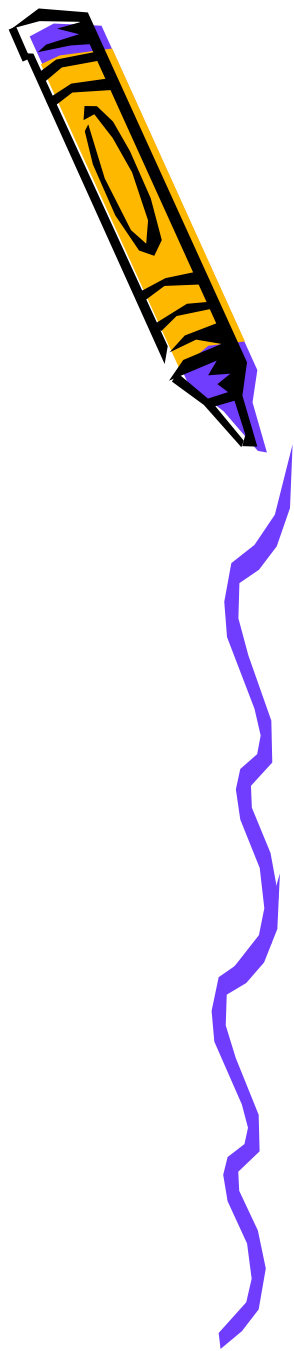


EOG

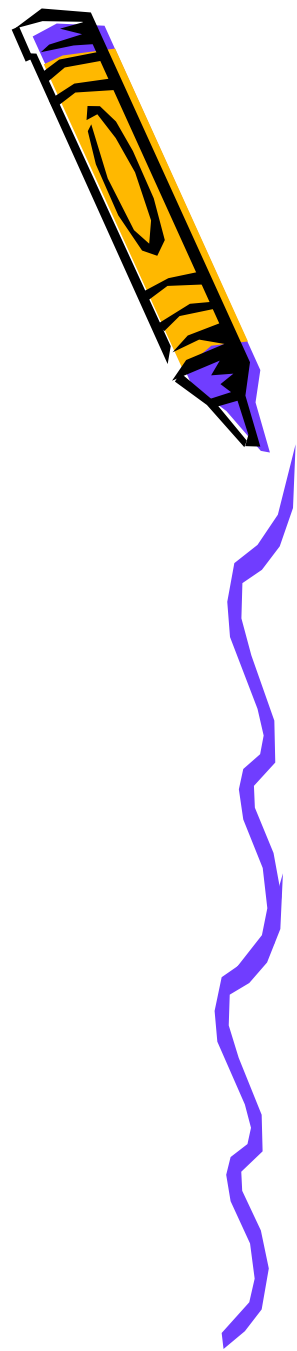
Getting Ready



**Show What You
Know !**



- **Level 1:** Students performing at this level do not have sufficient mastery of knowledge and skills on the subject area to be successful at the next grade level.
- **Level 2:** Students performing at this level demonstrate inconsistent mastery of knowledge and skill in the subject area and are minimally prepared to be successful at the next grade level.
- **Level 3:** Students performing at this level consistently demonstrate mastery of the grade level subject matter and skills and are well prepared for the next grade level.
- **Level 4:** Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

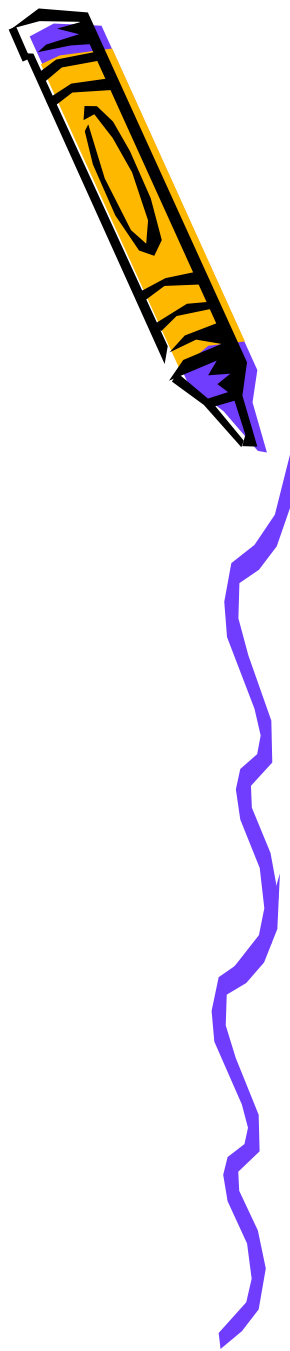


What is on the test?

❖ Reading

❖ Math

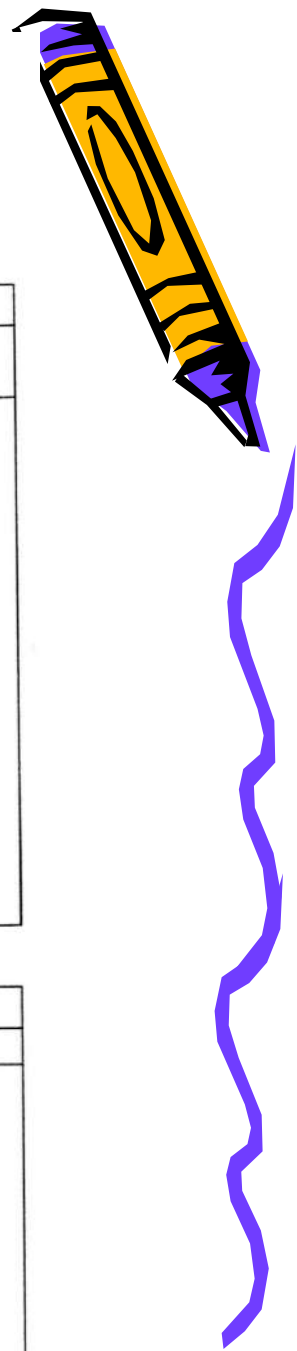
❖ Science



Text Types: EOG Reading Test

Grades 3-5

The genres listed below are **EXAMPLES** of the types of text selections that students may encounter on the End-of-Grade Reading Comprehension Test for Grades 3-5. This list represents a sampling of text types and may not be totally inclusive. Some text types may be included in more than one category depending on the content or format of the selection.



Literary		
Fiction	Nonfiction	Poetry
Short stories Narratives Novel excerpts Fantasy excerpts Fairy tales Legends Myths	Advice columns Autobiographies Biographies Informational articles Diaries/Journals Editorials Essays Eye-witness accounts Feature articles Interviews Letters Retells True experiences Reviews Sport stories	Cinquain Concrete poems Haiku Limericks Lyric poems Narrative poems Proverbs Riddles

Informational	
Content Areas	Consumer
Social studies Science Mathematics Art Music Computer/Web based materials Healthful Living Reference materials	Procedures/Instructions Charts/Graphs/Tables Recipes Forms (applications, order forms, etc.) Maps Brochures Schedules/Calendars/Timelines Questions-Answer selections Want ads



NC Thinking Skills

Levels of Reasoning

Applying	Integrating	Analyzing	Evaluating	Generating
Demonstrate knowledge with ideas	Combining relationships	Examining reasonableness	Assessing quality	Organizing information meaning, or
Apply	List	Combine	Outline	Categorize
Make	Name	Summarize	Diagram	Evaluate
Show	Label	Design	Differentiate	Justify
Record	Recreate	Analyze	Describe	Elaborate
Construct	Generalize		Assess	Infer

Levels of Thinking and Reasoning

(Adapted from Marzano, et al)

- **Knowledge**
- **Organizing**
- **Applying**

**Usually lower order
thinking skills**

-
- **Analyzing**
 - **Generating**
 - **Integrating**
 - **Evaluating**

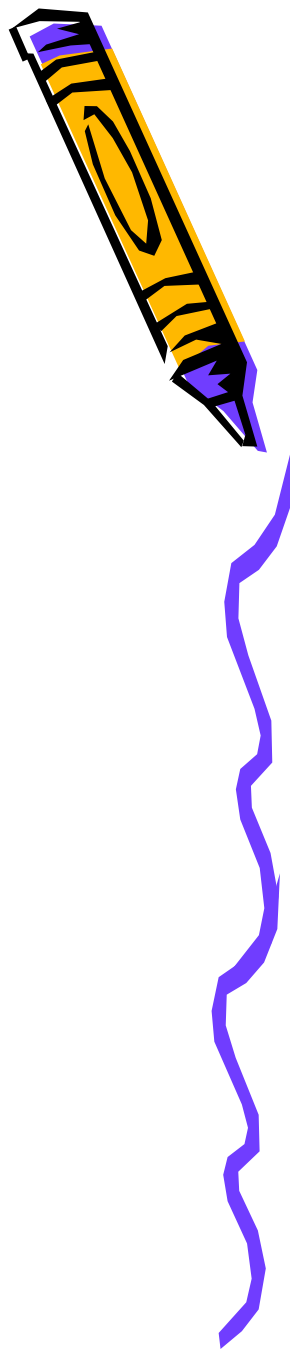
**Usually higher order
thinking skills**



Mary Had Some Bubble Gum

Anonymous

Mary had some bubble gum,
she chewed it long and slow,
and everywhere that Mary went
her gum was sure to go.
She chewed the gum in school one day,
which was against the rule,
the teacher took her pack away
and chewed it after school.

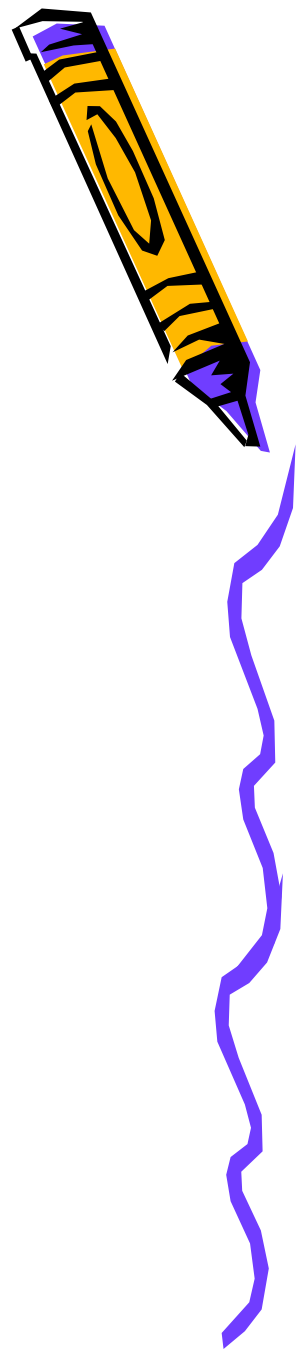


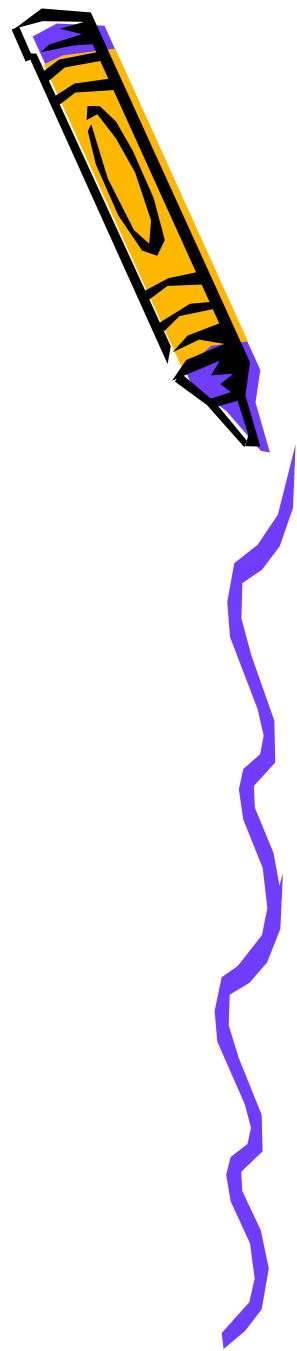
1. Which **best** describes where Mary chewed her bubble gum?

- A home
- B everywhere
- C playground
- D bedroom

2. Why did the teacher take Mary's bubble gum?

- A Chewing gum was against school rules.
- B Mary could have choked on the gum.
- C The teacher wanted the gum.
- D Blowing bubbles got Mary in trouble.





3. What lesson did Mary ***most likely*** learn from her punishment?

A Teachers like to break rules.

B It is best to stay after school.

C It is best to follow rules.

D Principals

like to chew gum.

4. What did the teacher do with the gum after school?

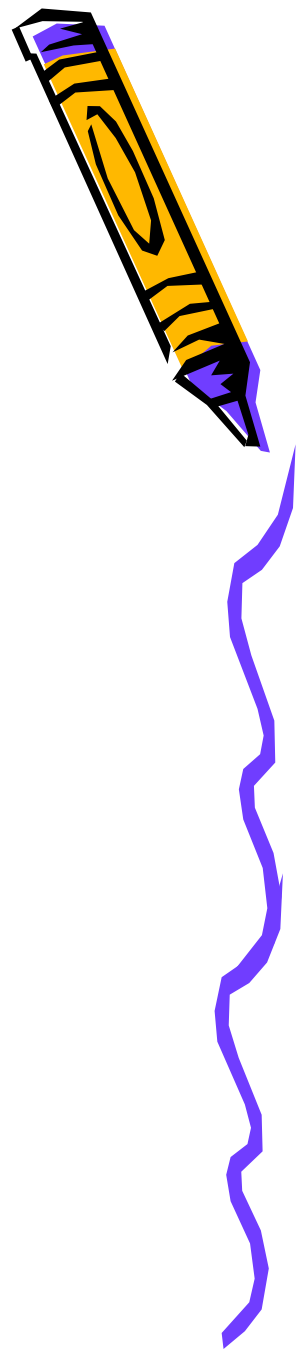
A She threw the gum away.

B She chewed the gum.

C She put the gum into her book bag.

D She gave the gum back to Mary.





5. If Mary finds out what happened to her gum, how will she ***most likely*** feel?

- A joyful
- B upset
- C thankful
- D worried

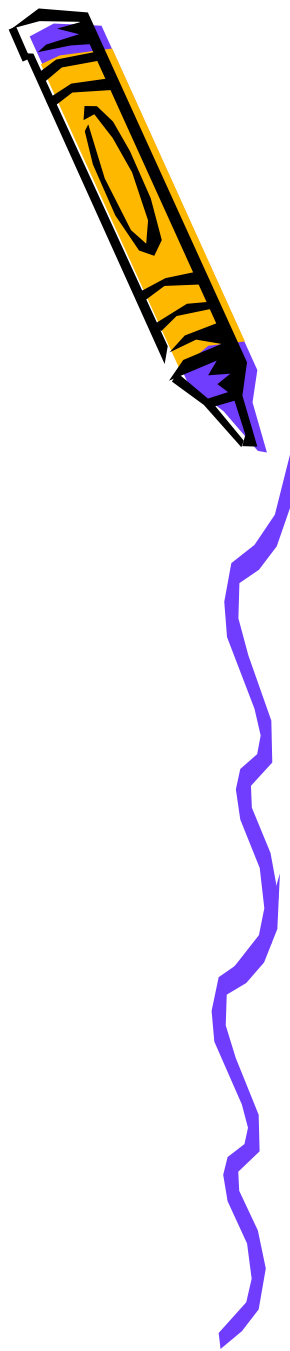


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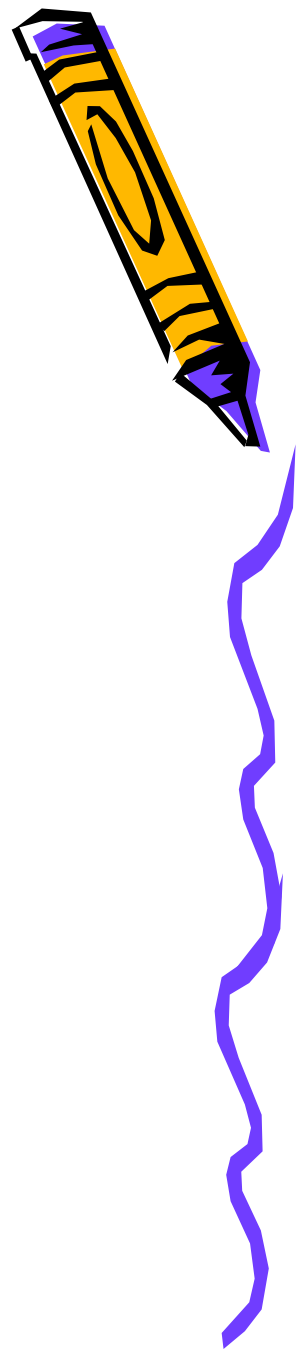
- ❖ Reading

- ❖ Math

- ❖ Science



Five Strands of the Mathematics Curriculum



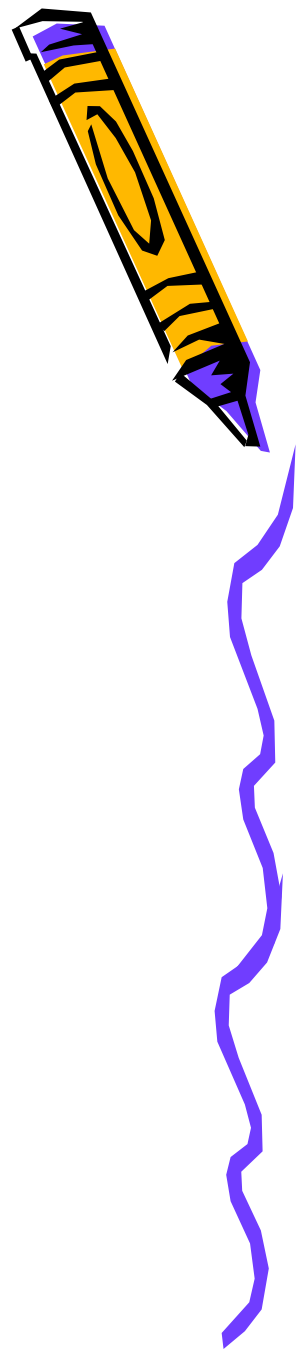
- Number and Operations
- Measurement
- Geometry
- Data Analysis and probability
- Algebra



Number and Operations

Joseph's book has 270 pages. If he needs to read 45 pages a day during the next four days to finish his book, how many pages has he already read?

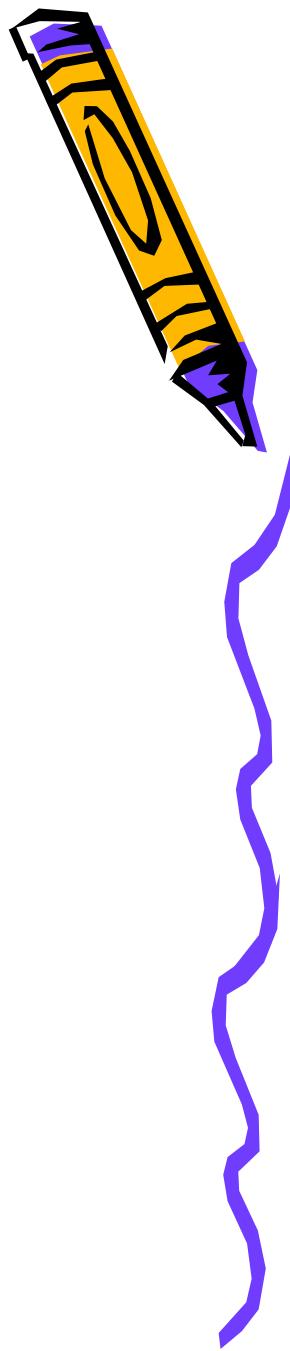
- A 90
- B 180
- C 225
- D 315



Measurement

Mrs. Aldridge has asked her students to predict how many liters of water it will take to fill a 10-quart bucket. Which prediction is close to 10 quarts?

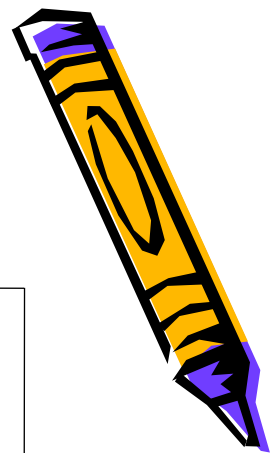
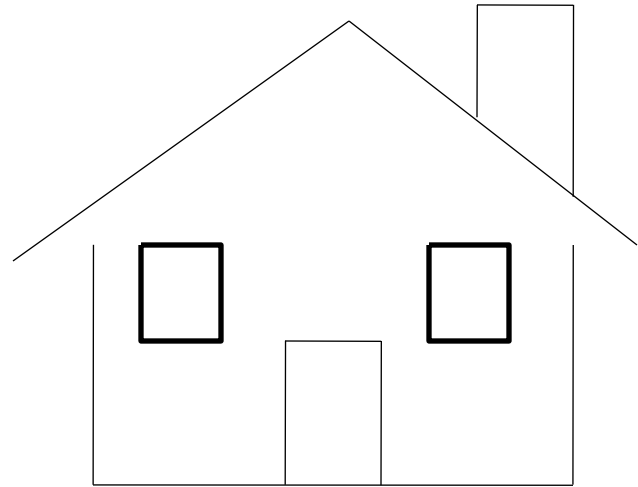
- A 80 liters
- B 40 liters
- C 20 liters
- D 10 liters



Geometry

This picture is made *mostly of which* of the following?

- A acute angles and intersecting line segments
- B obtuse angles and diagonal line segments
- C right angles and straight line segments
- D right angles and circles



Data Analysis and Probability



Two teachers put the test scores for their math classes in order from lowest to highest.

Mrs. Smith's Class Test Scores

75	76	76	78	79
80	81	85	87	89
89	89	90	91	92
92	93	95	95	96
97	98	98	99	100

Mr. Jones's Class Test Scores

72	75	76	77	78
79	79	80	83	85
87	89	90	90	91
91	91	91	93	94
94	95	96	97	98

Which statement is true about the comparison of the two sets of test scores?

- A Mrs. Smith's class had a higher mode than Mr. Jones's class.
- B Mrs. Smith's class had the same median as Mr. Jones's class.
- C Mrs. Smith's class had the same range as Mr. Jones's class.
- D Mrs. Smith's class had a higher median than Mr. Jones's class.



Algebra



Josh wants to save \$165.00 to buy a pair of in-line skates. He plans to save \$1 the first month, \$3 the second month, \$6 the third month, and \$10 the fourth month.

If Josh continues this savings pattern, how many months will it take Josh to save a total of \$165.00?

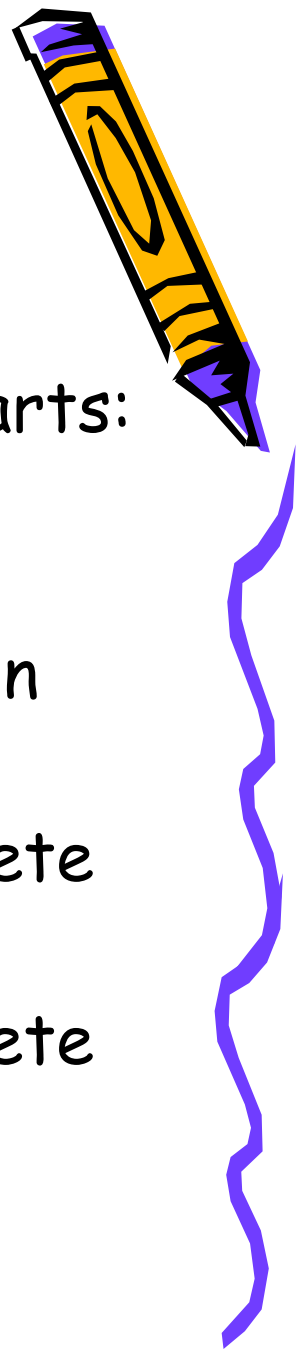
- A 5 months
- B 7 months
- C 9 months
- D 13 months

Josh's Savings

Month	Amount saved during month	Total savings
1	\$1	\$1
2	\$3	\$4
3	\$6	\$10
4	\$10	\$20
5	\$15	\$35
6	\$21	\$56
7	\$28	\$84



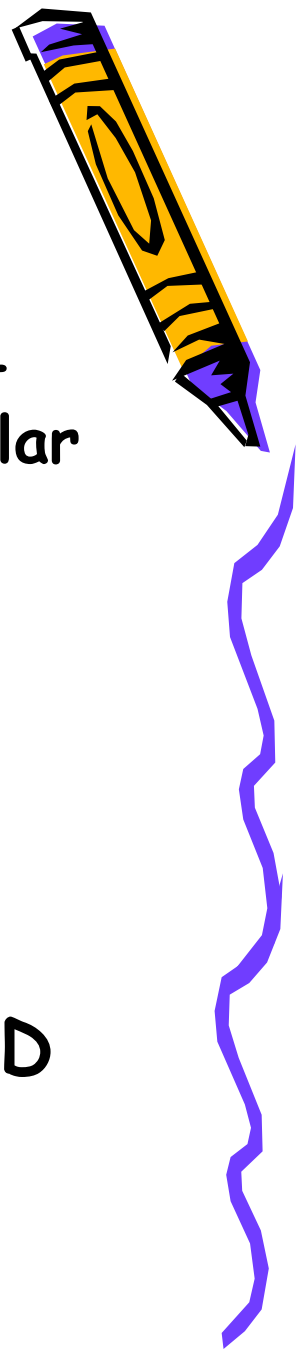
Key Features of the Mathematics Test



- Some of the items are field test items.
- The 82-item test is administered in two parts: Calculator Active (54 questions) and Calculator Inactive (28 questions).
- The mathematics tests are administered on two consecutive days.
- The estimated time for students to complete the calculator active test is 135 minutes.
- The estimated time for students to complete the calculator inactive test is 60 minutes.



An Example



- Estela wants to buy 2 notebooks that cost \$2.79 each, including tax. If she has one-dollar bills and not coins, how many one-dollar bills does she need?
- A 3
- B 4
- C 5
- D 6
- 31% of the students selected choice D
- 41% selected choice A



How Can I Help My Child with Mathematics?



- “Do math” with your child at home as problem-solving partners. Use word problems. Have your child explain how he/she is solving the problems.
- Make a list of all the ways your family uses mathematics at home:
 - Newspapers and weather reports include charts, graphs, data, and statistics
 - Sporting events provide data and statistics
 - The grocery store affords an opportunity for practicing measurement
 - Recipes can be modified
 - The changing seasons give an opportunity to examine temperature
 - Road trips encourage map reading and distance, time, and gasoline mileage problems

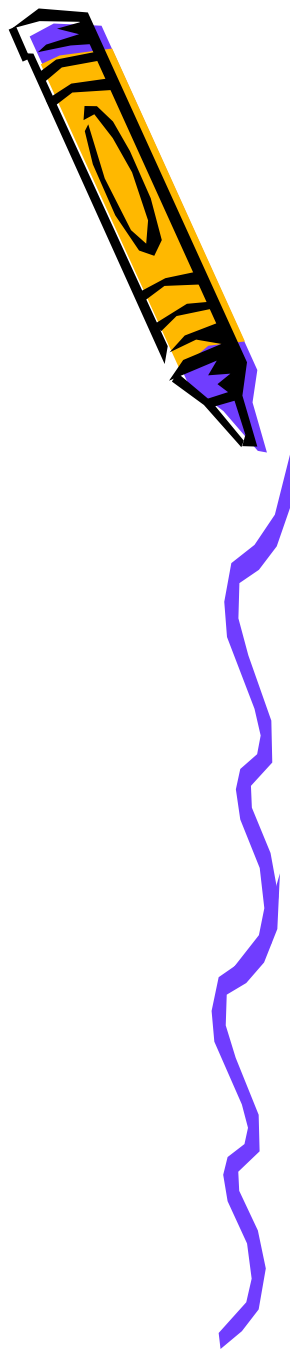


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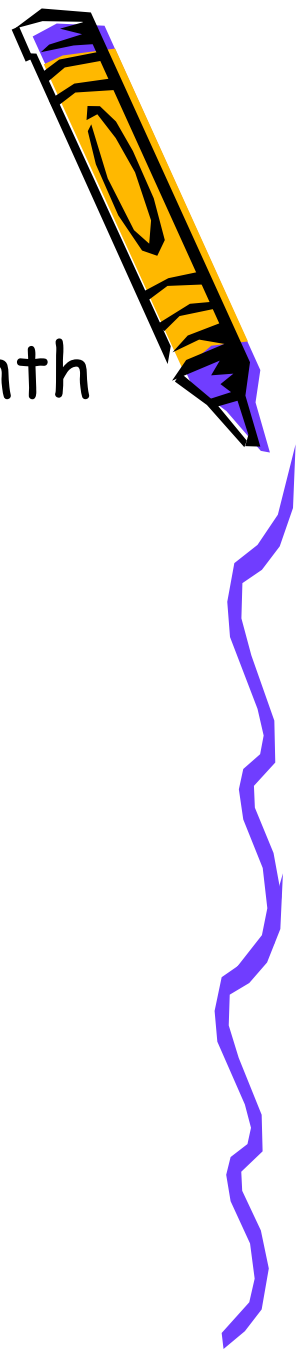
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Science

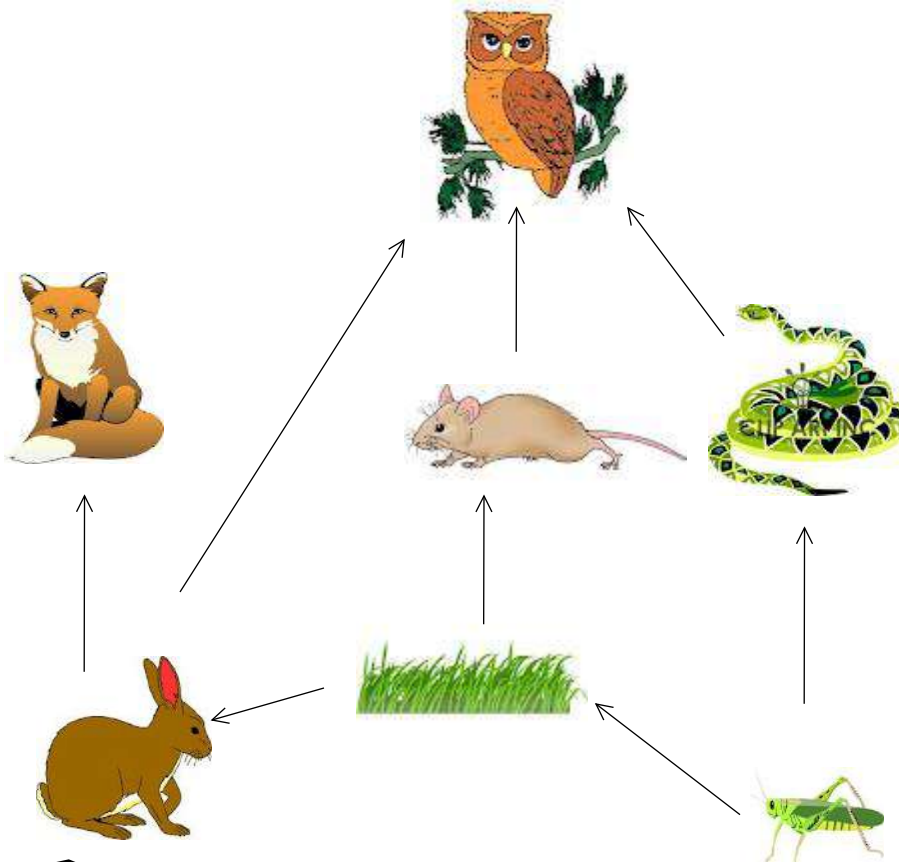


- Grade 5 and 8
- This test will assess **only** the fifth/eighth grade NCSCOS.
- Requires students to demonstrate knowledge of:
 - Important principles and concepts
 - Understand and interpret laboratory activities
 - Relate scientific information to everyday situations



Science

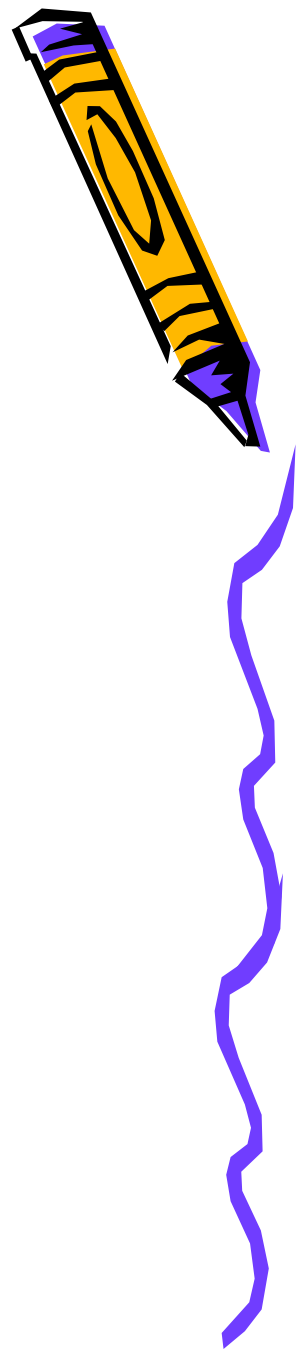
This diagram represents a food web.



What is the role of the owl in the food web?

- A consumer
- B decomposer
- C herbivore
- D producer

How can we help kids de-stress?



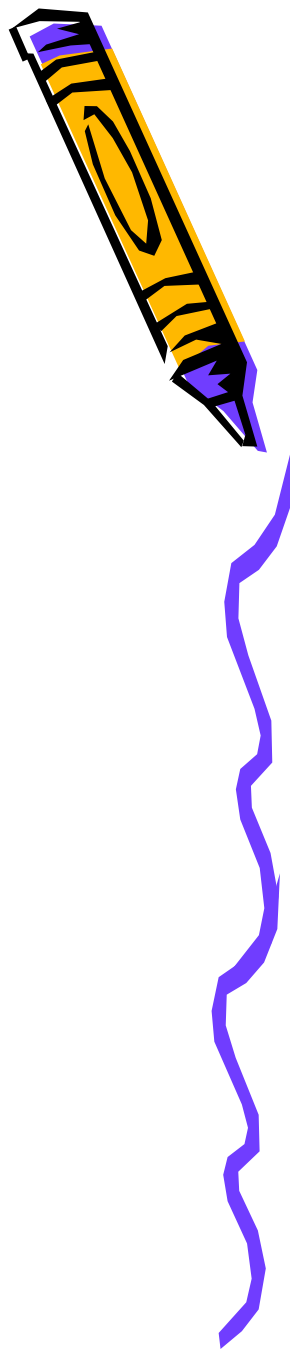
- Know test format
- Know testing expectations



Keep Stress In-Check

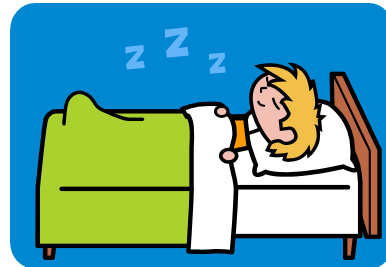


Before the test...



How can we help kids de-stress?

How can parents help at home?



Thank you for coming!

Good luck to the students!!

