Georgia Milestones Assessment System

Assessment Guide

Grade 3

Assessment Guide

Georgia Department of Education
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THE GEORGIA MILESTONES ASSESSMENT SYSTEM

The purpose of the Georgia Student Assessment Program is to measure student achievement of the state-adopted content standards and inform efforts to improve teaching and learning. Results of the assessment program are utilized to identify students failing to achieve mastery of content, to provide educators with feedback about instructional practice, and to assist school districts in identifying strengths and weaknesses in order to establish priorities in planning educational programs.

The State Board of Education is required by Georgia law (O.C.G.A. §20-2-281) to adopt assessments designed to measure student achievement relative to the knowledge and skills set forth in the state-adopted content standards. The Georgia Milestones Assessment System (Georgia Milestones) fulfills this requirement and, as a key component of Georgia's Student Assessment Program, is a comprehensive summative assessment program spanning grade 3 through high school. Georgia Milestones measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in Language Arts, Mathematics, Science, and Social Studies. Students in grades 3–8 take an end-of-grade assessment in each content area, while high school students take an end-of-course assessment for each of the eight courses designated by the State Board of Education. In accordance with State Board Rule, Georgia Milestones end-of-course measures serve as the final exams for the specified high school courses.

The main purpose of Georgia Milestones is to inform efforts to improve student achievement by assessing student performance on the standards specific to each course or subject/grade tested. Specifically, Georgia Milestones is designed to provide students and their parents with critical information about the students' achievement and, importantly, their preparedness for the next educational level. The assessment system is a critical informant of the state's accountability measure, the College and Career Ready Performance Index (CCRPI), providing an important gauge about the quality of the educational services and opportunities provided throughout the state. The ultimate goal of Georgia's assessment and accountability system is to ensure that all students are provided the opportunity to engage with high-quality content standards, receive high-quality instruction predicated upon those standards, and are positioned to meet high academic expectations.

Features of the Georgia Milestones Assessment System include:

- open-ended (constructed-response) items in Language Arts and Mathematics (all grades and courses);
- a writing component (in response to passages read by students) at every grade level and course within the Language Arts assessment;
- norm-referenced items in all content areas and courses to complement the criterion-referenced information and to provide a national comparison; and
- a transition to online administration over time, with online administration considered the primary mode of administration and paper/pencil as a back-up until the transition is complete.

The primary mode of administration for the Georgia Milestones program is online, with the goal of completing the transition from paper/pencil within five years after the inaugural administration (i.e., the

2014–2015 school year). Paper/pencil test materials (such as Braille) will remain available for students with disabilities who may require them in order to access the assessment.

Georgia Milestones follows guiding principles to help ensure that the assessment system:

- is sufficiently challenging to ensure Georgia students are well positioned to compete with other students across the United States and internationally;
- is intentionally designed across grade levels to send a clear signal of student academic progress and preparedness for the next level, be it the next grade level, course, or college or career;
- is accessible to all students, including those with disabilities or limited English proficiency, at all achievement levels;
- supports and informs the state's educator effectiveness initiatives, ensuring items and forms are appropriately sensitive to quality instructional practices; and
- accelerates the transition to online administration, allowing—over time—for the inclusion of innovative technology-enhanced items.

Georgia Milestones End-of-Grade (EOG) Assessments

As previously mentioned, Georgia law (§20-2-281) mandates that the State Board of Education adopt annual measures of student achievement in the content areas of English Language Arts (ELA), Mathematics, Science, and Social Studies in grades 3 through 8. Students must participate in the Georgia Milestones content areas measured at the end of each grade in which they are enrolled. State law further mandates that student achievement in reading, as measured as a component of the Georgia Milestones English Language Arts (ELA) EOG assessment, be utilized in promotion and retention decisions for students in grades 3, 5, and 8, while student achievement in mathematics, as measured by the Georgia Milestones Mathematics EOG assessment, be considered in grades 5 and 8. Students who fail to demonstrate grade-level achievement on these measures must receive remediation and be offered an opportunity for a retest prior to consideration for promotion to grades 4, 6, and 9 (§20-2-283 and State Board of Education Rule 160-4-2-.11).

Results of the EOG assessments, according to the legislated and identified purposes, must:

- provide a valid measure of student achievement of the state content standards across the full achievement continuum;
- provide a clear signal of each student's preparedness for the next educational level (i.e., grade);
- allow for the detection of the academic progress made by each student from one assessed grade to the next;
- be suitable for use in promotion and retention decisions at grades 3 (reading), 5 (reading and mathematics), and 8 (reading and mathematics);
- support and inform educator effectiveness measures; and
- inform state and federal accountability measures at the school, district, and state levels.

Assessment Guide

The Georgia Milestones Grade 3 EOG Assessment Guide is provided to acquaint Georgia educators and other stakeholders with the structure and content assessed by the tests. Importantly, this guide is not intended to inform instructional planning. It is essential to note that there are a small number of content

standards that are better suited for classroom or individual assessment rather than large-scale summative assessment. While those standards are not included on the tests, and therefore are not included in this Assessment Guide, the knowledge, concepts, and skills inherent in those standards are often required for the mastery of the standards that are assessed. Failure to attend to all content standards within a content area can limit a student's opportunity to learn and show what he or she knows and can do on the assessments.

The Georgia Milestones Grade 3 EOG Assessment Guide is in *no way* intended to substitute for the state-mandated content standards; it is provided to help educators better understand the structure and content of the assessments, *but is not all encompassing of the knowledge, concepts and skills covered in Grade 3 or assessed on the tests*. The state-adopted content standards and associated standards-based instructional resources, such as the Content Frameworks, should be used to plan instruction. This Assessment Guide can serve as a *supplement* to those resources, in addition to any locally developed resources, ***but should not be used in isolation***. In principle, this Assessment Guide is intended to be descriptive of the assessment program and should not be considered all-inclusive. The state-adopted content standards are located at www.georgiastandards.org.

TESTING SCHEDULE

The Georgia Milestones Grade 3 EOG assessment is offered during the Main Administration each spring and one Summer Administration for retests. Please note that there will be no retest administrations during the 2014–2015 school year.

Students will take the Georgia Milestones Grade 3 EOG assessment on days specified by their local school district during the testing window. Each district determines a local testing window within the state-designated testing window.

DEPTH OF KNOWLEDGE DESCRIPTORS

Items found on the Georgia Milestones assessments, including the Grade 3 EOG assessment, are developed with a particular emphasis on cognitive complexity, or Depth of Knowledge (DOK). DOK is measured on a scale of 1 to 4 and refers to the level of cognitive demand required to complete a task (or in this case, an assessment item). The higher the level, the more *complex* the assessment; however, higher levels do not necessarily mean *more difficult* items. For instance, a question can have a low DOK but a medium or even high difficulty level. Conversely, a DOK 4 question may have a low difficulty level but still require a great deal of cognitive thinking (e.g., analyzing and synthesizing information instead of just recalling it). The following descriptions and table show the expectations of the four DOK levels in greater detail.

Level 1 (Recall of Information) generally requires students to identify, list, or define, often asking them to recall who, what, when, and where. Consequently, this level usually asks students to recall facts, terms, concepts, and trends and may ask them to identify specific information contained in documents, excerpts, quotations, maps, charts, tables, graphs, or illustrations. Items that require students to

"describe" and/or "explain" could be classified at Level 1 or Level 2 depending on what is to be described and/or explained. A Level 1 "describe" and/or "explain" would require students to recall, recite, or reproduce information.

Level 2 (Basic Reasoning) includes the engagement of some mental processing beyond recalling or reproducing a response. A Level 2 "describe" and/or "explain" would require students to go beyond a description or explanation of recalled information to describe and/or explain a result or "how" or "why."

Level 3 (Complex Reasoning) requires reasoning, using evidence, and thinking on a higher and more abstract level than Level 1 and Level 2. Students will go beyond explaining or describing "how and why" to justifying the "how and why" through application and evidence. Level 3 questions often involve making connections across time and place to explain a concept or "big idea."

Level 4 (Extended Reasoning) requires the complex reasoning of Level 3 with the addition of planning, investigating, applying significant conceptual understanding, and/or developing that will most likely require an extended period of time. Students should be required to connect and relate ideas and concepts *within* the content area or *among* content areas in order to be at this highest level. The distinguishing factor for Level 4 would be evidence through a task, product, or extended response that the cognitive demands have been met.

The table on the next page identifies skills that students will need to demonstrate at each DOK level, along with sample question cues appropriate for each level.

Depth of Knowledge Skills and Question Cues

Level	Skills Demonstrated	Question Cues
Recall of Information **Level 1**	• 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	• Tell what, when, or where • Find • List • Define • Identify; label; name • Choose; select • Compute; estimate • Express as • Read from data displays • Order
Basic Reasoning **Level 2**	• Apply learned information to abstract and real-life situations • Use methods, concepts, 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 • Recognize unstated assumptions, make inferences • Interpret facts • Compare or contrast simple concepts/ideas	• Apply • Calculate; solve • Complete • Describe • Explain how; demonstrate • Construct data displays • Construct; draw • Analyze • Extend • Connect • Classify • Arrange • Compare; contrast
Complex Reasoning **Level 3**	• 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 • Make predictions • Translate knowledge into new contexts • Compare and discriminate between ideas • Assess value of methods, concepts, theories, processes, formulas • Make choices based on a reasoned argument • Verify the value of evidence, information, numbers, data	• Plan; prepare • Predict • Create; design • Ask “what if?” questions • Generalize • Justify; explain why; support; convince • Assess • Rank; grade • Test; judge • Recommend • Select • Conclude

Level	Skills Demonstrated	Question Cues
Extended Reasoning **Level 4**	• 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	• Design • Connect • Synthesize • Apply concepts • Critique • Analyze • Create • Prove

SCORES

Students will receive an EOG scale score, an achievement level designation, and a number correct out of the number possible on items aligned to the state content standards. Students will also receive scores on norm-referenced items that allow comparison to a national group of students. Additional information on the items contributing to these scores is found in the Description of Test Format and Organization section for English Language Arts (ELA), Mathematics, Science, and Social Studies.

Selected-response items are machine scored. The Science and Social Studies assessments consist of only selected-response items. However, the English Language Arts (ELA) assessment consists of a variety of item types that contribute to the student's score, including selected-response, constructed-response, extended constructed-response, and extended writing-response. Likewise, the Mathematics assessment consists of selected-response, constructed-response, and extended constructed-response items. Items that are not machine scored—i.e., constructed-response, extended constructed-response, and extended writing-response items—require rubrics for manual scoring.

ENGLISH LANGUAGE ARTS (ELA)

Description of Test Format and Organization

The Georgia Milestones EOG assessment is primarily a criterion-referenced test, designed to provide information about how well a student has mastered the grade-level state-adopted content standards in English Language Arts (ELA). Each student will receive one of four proficiency levels, depending on how well the student has mastered the content standards. In addition to criterion-referenced information, the Georgia Milestones measures will also include a limited sample of nationally norm-referenced items to provide a signal of how Georgia students are achieving relative to their peers nationally. The norm-referenced information provided is supplementary to the criterion-referenced proficiency designation and will not be utilized in any manner other than to serve as a barometer of national comparison. Only the criterion-referenced scores and proficiency designations will be utilized in the accountability metrics associated with the assessment program (such as student growth measures, educator effectiveness measures, or the CCRPI).

The Grade 3 English Language Arts (ELA) EOG assessment consists of a total of 60 items, 54 of which are operational items (and contribute to a student's criterion-referenced and/or norm-referenced score) and 6 of which are field test items (newly written items that are being tried out and do not contribute to the student's score). The criterion-referenced score, and proficiency designation, is comprised of 44 items, for a total of 55 points. Students will respond to a variety of item types, including selected-response, constructed-response, extended constructed-response, and extended writing-response items. Of the 54 operational items, 20 will be norm-referenced and will provide a national comparison in the form of a national percentile rank. Ten of the items have been verified as aligned to the course content standards by Georgia educators and will therefore contribute to the criterion-referenced proficiency designation. The other 10 items will contribute only to the national percentile rank and be provided as supplemental information. Only items that are aligned to the state-adopted content standards will be utilized to inform the criterion-referenced score.

With the inclusion of the norm-referenced items, students may encounter items for which they have not received direct instruction. These items will not contribute to the student's criterion-referenced proficiency designation; only items that align to the course content standards will contribute to the criterion-referenced score. Students should be instructed to try their best should they ask about an item that is not aligned to the content they have learned as part of the course.

Grade 3 English Language Arts (ELA) EOG Assessment Design

Description	Number of Items	Points for CR[1] Score	Points for NRT[2] Feedback
CR Selected-Response Items	30	30	0
NRT Selected-Response Items	20[3]	10[4]	20
CR Constructed-Response Items	3	8	0
CR Extended Writing-Response Items	1	7	0
CR Field Test Items	6	0	0
Total Items/Points[5]	**60**	**55**	**20**

[1]CR—Criterion-Referenced: items aligned to state-adopted content standards
[2]NRT—Norm Referenced Test: items that will yield a national comparison; may or may not be aligned to state-adopted content standards
[3]Of these items, 10 will contribute to both the CR scores and NRT feedback. The other 10 of these items will contribute to NRT feedback only and will not impact the student's proficiency designation, scale score, or grade conversion.
[4]Alignment of national NRT items to course content standards was verified by a committee of Georgia educators. Only approved, aligned NRT items will contribute to a student's CR proficiency designation, scale score, and grade conversion score.
[5]Total number of items contributing to CR score: 44; total points: 55; total number of items contributing to NRT feedback: 20; total points: 20

The test will be given in three sections. Students may have up to 70 minutes per section to complete Sections 1 and 2. Students will be given a maximum of 90 minutes to complete Section 3, which includes the extended writing-response. The total estimated testing time for the Grade 3 English Language Arts (ELA) EOG assessment ranges from approximately 190 to 230 minutes. Total testing time describes the amount of time students have to complete the assessment. It does not take into account the time required for the test examiner to complete pre-administration and post-administration activities (such as reading the standardized directions to students). Sections 1 and 2 must be scheduled to be administered on the same day in one test session following the district's testing protocols for the EOG measures (in keeping with state guidance). Section 3, which focuses on writing, must be administered on a separate day following the completion of Sections 1 and 2.

Content Measured

The Grade 3 English Language Arts (ELA) assessment will measure the standards that are enumerated for Grade 3 as described on www.georgiastandards.org.

The content of the assessment is organized into two groupings, or domains, of standards for the purposes of providing feedback on student performance. A content domain is a reporting category that *broadly* describes and defines the content of the course, as measured by the EOG assessment. The standards for Grade 3 English Language Arts (ELA) are grouped into two domains: Reading/Vocabulary and Writing/Language. Each domain was created by organizing standards that share similar content characteristics. The content standards describe the level of expertise that Grade 3 English Language Arts (ELA) educators should strive to develop in their students. Educators should refer to the content

standards for a full understanding of the knowledge, concepts, and skills subject to be assessed on the EOG assessment.

The approximate proportional number of points associated with each domain is shown in the following table. A range of cognitive levels will be represented on the Grade 3 English Language Arts (ELA) EOG assessment. Educators should always use the content standards when planning instruction.

Grade 3 English Language Arts (ELA): Domain Structures and Content Weights

Domain	Standard		Approximate Weight
Reading and Vocabulary	ELACC3RI1 ELACC3RI2 ELACC3RI3 ELACC3RI4 ELACC3RI5 ELACC3RI6 ELACC3RI7 ELACC3RI8 ELACC3RI9 ELACC3RL1 ELACC3RL2	ELACC3RL3 ELACC3RL4 ELACC3RL5 ELACC3RL6 ELACC3RL7 ELACC3RL9 ELACC3L4 (4a,4b,4c, 4d) ELACC3L5 (5c)	53%
Writing and Language	ELACC3W1 (1a, 1b, 1c, 1d) ELACC3W2 (2a, 2b, 2c, 2d) ELACC3W3 (3a, 3b, 3c, 3d)	ELACC3W4 ELACC3W7 ELACC3W8 ELACC3L1 (1a, 1b, 1c, 1d)	47%

Item Types

The English Language Arts (ELA) portion of the Grade 3 EOG assessment consists of selected-response, constructed-response, extended constructed-response, and extended writing-response items.

A selected-response item, sometimes called a multiple-choice item, is defined as a question, problem, or statement that appears on a test followed by several answer choices, sometimes called options or response choices. The incorrect choices, called distractors, usually reflect common errors. The student's task is to choose, from the alternatives provided, the best answer to the question posed in the stem (the question). The English Language Arts (ELA) selected-response items will have four answer choices.

A constructed-response item asks a question and solicits the student to provide a response he or she constructs on his or her own, as opposed to selecting from options provided. The constructed-response items on the EOG assessment will be worth two points. Partial credit may be awarded.

An extended constructed-response item is a specific type of constructed-response item that elicits a longer, more detailed response from the student than a two-point constructed-response item. The extended constructed-response items on the EOG assessment will be worth four points. For English Language Arts (ELA), the student will respond to a narrative prompt based on a passage the student has read, and the response will be scored for the Writing/Language domain. Partial credit may be awarded.

The extended writing-response items require students to write an opinion piece or develop an informative/explanatory response. The extended writing-response, or writing task, includes two passages, three selected-response items, and one constructed-response item that scaffold students' understanding of the passage(s). Two of the selected-response items will address each of the passages separately. One selected-response item and the constructed-response item will address both of the passages together. All four items contribute to the Reading/Vocabulary domain. These items will be followed by an extended writing-prompt, which requires the student to draw from reading experiences when writing an essay response and to cite evidence from the passage(s) to support claims and conclusions in the essay. The writing task is worth seven points.

English Language Arts (ELA) Example Items

Example items, which are representative of three DOK levels across various Grade 3 English Language Arts (ELA) content domains, are provided on the following pages. **All example and sample items contained in this guide are the property of the Georgia Department of Education.**

Example Items 1 and 2

Read the article "Your Weekly Calendar" and answer questions 1 and 2.

Your Weekly Calendar

Have you ever wondered how some kids remember everything? They always hand in their homework on time. They never forget their gym shoes. Their library books are never late. They are ready for the day, every day!

Everyone has tasks at home and at school. You may belong to afterschool groups or play sports too. How can you be prepared for the day? A weekly calendar can help you plan for what you need to do each day.

Stay on Track in School

Think of all the things you need to remember for a week at school. Think about everything—from gym class to tests. Make a note on your calendar for the days you need gym shoes. Do you have a spelling test each week? If you know the test is coming up, you will remember to study. Then you might get a wonderful score on the test! If homework is due on a certain day, write that down. Perhaps your class has a field trip planned. Be sure to write everything you need to do for the week on your calendar.

Be Prepared for Activities

Along with planning for your busy week at school, sit down and think about what you will need for your activities. For example, you might have a piano lesson coming up that you need to practice for. You can write a note to pack clothes for sports practice. You will never show up for soccer without your shoes again! Write down any club meetings you need to attend, as well as anything special you need to bring along.

Help at Home

There is usually just as much to do at home as there is at school. You may wish chores were not a part of your week, but doesn't it feel good to get them done? Nothing is worse than getting called in from outside to clean your bedroom. You can be one step ahead by knowing which chore needs to be done on which day. You can remind yourself to take out the garbage or care for a family pet. You can also add special things like birthdays or family outings.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
School	Gym day—bring shoes	Field trip—pack lunch	Gym day—bring shoes	Science project due!	Spelling test Library books due		
Activity	Practice piano	Soccer practice 3:30	Practice piano	Soccer practice 3:30	Piano lesson 4:00	Soccer game 10:00	
Home	Clean room			Clean fish tank	Take out garbage		Dad's Birthday!

When you forget the things you need to do, your days can be harder. Why not start with a weekly

calendar today? Hang your calendar in a spot where you will see it every day. Check it often to be ready for what is coming up. Ready, set, go!

Example Item 1

DOK Level: 2

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

Standard: ELACC3RI5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.

According to the calendar, on which day does the student have the MOST things to do?

A Monday
B Tuesday
C Friday
D Sunday

Correct Answer: C

Explanation of Correct Answer: The correct answer is choice (C) Friday. The student has four different things to prepare for. Choice (A) is incorrect because the student only has three activities. Choice (B) is incorrect because the student only has two activities. Choice (D) is incorrect because the student only has one activity.

Example Item 2

DOK Level: 3

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

Standard: ELACC3RI2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

What is the main idea of the passage? Use details from the passage in your answer.

Scoring Rubric

Points	Description
2	The response achieves the following: • 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	The response achieves the following: • 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	The response achieves the following: • gives no evidence of the ability to determine the main idea or to explain the support for a main idea OR • gives the main idea or an explanation, but includes no examples or no examples/details that make reference to the text OR • gives the main idea, but includes no explanation or no relevant information from the text

Exemplar Response

Points Awarded	Response
2	*The main idea of the passage is that you should use a calendar to help you remember all of the things you need to do. The passage says to write down your homework, afterschool activities, and chores so that you don't forget what you have to do each day. The chart also shows you how to put your activities on a calendar.*
1	*The main idea of the passage is that you should use a calendar to write down all of the things you need to do.*
0	*The passage is about using calendars.*

Example Item 3

DOK Level: 4

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

Standard: ELACC3W2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

In this section, you will read two texts and then write an informational essay detailing the ways in which citizen naturalists like Eva use the scientific method to help scientists answer questions and solve problems. Be sure to use information from both texts in your informational essay.

Before you begin planning and writing, read these two texts:

1. **"Nature All Around"**
2. **"Looking for Answers"**

As you read the texts, think about what details from the texts you might use in your informational essay.

Nature All Around

Eva stood still and listened to the song. She looked around to see where it was coming from. She smiled when she finally discovered the singing frog. It was hidden between tall blades of thick grass. She took out her pencil and drew a picture of what she saw. She hoped her mom was recording the song.

Eva and her parents are part of a science group that studies frogs and toads. They have learned to recognize the frogs and toads by the sounds (or songs) that they make. First, the group writes down what they see and hear. They also take pictures and record the sounds. Next, they post their findings online. Finally, scientists look at the information.

Even though Eva is only eight years old, she is a "citizen naturalist." Citizen naturalists are ordinary people who care about Earth. They want to keep it safe and clean for people, plants, and animals. Citizen naturalists are curious about the world around them. They spend time outside observing (or carefully looking at) nature.

Eva's group learns about frogs and toads, but there are different types of groups around the country. People come together to watch different things in nature. Some groups watch birds. Others count fireflies. Still others help protect monarch butterflies. Some groups even watch the stars. Like Eva's group, these groups collect facts and share them with scientists.

Many of the people who start these groups feel it is important for young people to notice and care about nature. Kids can join groups that meet in their neighborhoods, at parks, or at their schools. Groups may be led by parents, teachers, scientists, or people from the neighborhood who simply love wildlife. Anyone can become a citizen naturalist—even you! A person needs only to have a love for nature.

Looking for Answers

Have you ever wondered what makes a seed grow into a plant? Or have you wondered why certain animals only come out at night? The curious learner is full of questions. One way of seeking answers to those questions is known as the scientific method.

Scientists have lots of questions. They are interested in learning about the world around them. They pay careful attention to what they see. Often, scientists want to solve problems to make the world a better place in which to live.

Scientists often write things down because they want to remember what they see. This is known as **observation** [ob-zur-VEY-shuhn]. When scientists have a question to answer, they make observations. Once they have a few observations, they come up with a guess about what the answer to their question might be. This guess is called a **hypothesis** [hi-POTH-uh-siz].

Next, it is time for an **experiment**. An experiment [ek-SPER-uh-ment] is a test to find something out. Scientists think of ways to test if the hypothesis is correct. Then they watch to see what happens. Do you remember what it is called when scientists watch to see what happens? Observation! They write down the facts that they see. A fact is something that is true.

Scientists look at the facts they've gathered and think about what they might mean. This helps the scientists know if the hypothesis, or guess, is likely to be correct. Based on the observations, the facts, and the experiment, scientists make a **conclusion**. A conclusion [kuhn-KLOO-zhuhn] is a short paragraph about what was learned from the experiment.

Scientists are not the only people who can use the scientific method. Any person with a question can follow these steps to find the answers to his or her question.

Now that you have read "Nature All Around" and "Looking for Answers," create a plan for your informational essay.

Think about ideas, facts, definitions, details, and other information and examples you want to use. Think about how you will introduce your topic and what the main topic will be for each paragraph.

Now write your informational essay. Be sure to:

- **Use information from the two texts so that your essay includes important details.**
- **Introduce the topic clearly, provide a focus, and organize information in a way that makes sense.**
- **Develop the topic with facts, definitions, details, or other information and examples related to the topic.**
- **Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas.**
- **Show the relationships among ideas.**
- **Use clear language and vocabulary.**
- **Provide a concluding statement or section.**
- **Check your work for correct usage, grammar, spelling, and capitalization.**

To view the seven point two-trait rubric for a text-based informational/explanatory response, see page 38.

Example of a 7-Point Response:

Citizen naturalists like Eva use the scientific method by using each step in the process, but they do it using the frogs.

First, they watch the frogs to see how they act and what they sound like. Then they make a guess that is called a hypothesis. They might guess about the way the frogs make their sounds or which frogs make the different sounds.

Their experiment could be testing the frogs and the sounds they make. They could catch the frogs and see what will make them sing.

In the end, they make a conclusion about the things they learned about the frogs.

English Language Arts (ELA) Additional Sample Items

This section has two parts. The first part is a set of 10 sample items for the English Language Arts (ELA) portion of the EOG assessment. The second part contains a table that shows for each item the standard assessed, the DOK level, the correct answer (key), and a rationale/explanation about the key and distractors. The sample items can be utilized as a mini-test to familiarize students with the item formats found on the assessment. **All example and sample items contained in this guide are the property of the Georgia Department of Education.**

Items 1 through 8

Use this passage to answer questions 1 through 8.

Buried Treasure

Michael and his sister Anna climbed the stairs to the attic. Their family had moved into the old house a week ago. The porch sagged like a droopy smile, and the window shutters hung like crooked teeth. Michael opened the door at the top of the stairs. Their mother wanted them to clean the room. He stared at the dusty boxes piled against the wall.

“This will be the perfect place to play games,” Anna announced. She twirled across the floor, ignoring the spider webs. “We can paint the walls yellow.”

“They are full of cracks,” Michael sighed. Anna had big ideas, but he was more practical. “Let’s get this job done.”

“Okay,” Anna agreed. She brought two boxes down the steps before she stopped again.

“Look what I found in this old tin box!” she squeaked. Her brown eyes sparkled with excitement. “It is a treasure map.”

Michael took the faded paper from her hands and studied the scribbled pictures. “Some little kid drew this years ago. You will not find that treasure anymore,” he said.

“I might,” Anna argued.

“It is a waste of time,” Michael said. Anna did not listen. She slipped the map into her pocket.

After lunch, Michael went outside to practice shooting baskets. Anna kept dashing past him like a flash of lightning. Finally the muscles in his arms started to ache, and he headed inside. His sister was sitting down in a kitchen chair.

“How is the treasure hunting?” Michael teased.

“I wasted my time,” Anna mumbled.

Michael opened his mouth to agree, but the words caught in his throat. His sister looked like a balloon after it had lost its air. Her face was sweaty, and her mouth was turned down.

“Let me help,” he suggested, picking up the paper.

“Really?” asked Anna, jumping up like a spring. A moment later, they stood outside staring at the map.

“I can only find one tree,” Anna said, pointing to a small pine near the steps.

Michael looked at the tree and grinned. “That is not the right tree,” he explained. “It is on the wrong side of the house, and it is only a few years old. There is a big stump on the other side. The tree on the

map must have been cut down."

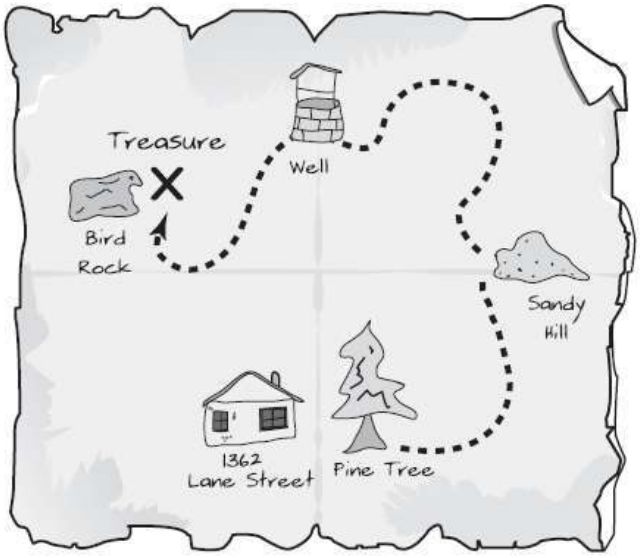
Michael felt his heart pound as he got caught up in the excitement. At any moment, he felt as though they would stumble across a sandy hill covered with daisies, and find the cement-covered well. Finally, they spotted an unusual rock shaped like a bird.

"Bird rock!" cheered Anna, clapping her hands.

Soon Michael discovered a tin box in a hollow spot at the base of the rock. Anna worked the cover loose, and together, they stared at an old wooden yo-yo.

"We really found a treasure!" shouted Anna. Michael laughed at her enthusiasm.

Then he shared in her excitement. For the first time, he could see the old house the way Anna imagined it.



Item 1

What is the main idea of the story?

A Cleaning is an important activity.
B Maps are useful and fun to draw.
C Brothers and sisters are often different.
D Fun can be found in unexpected places.

Item 2

Which of these sentences from the story BEST supports the idea that Michael cares about his sister?

A Their mother wanted them to clean the room. He stared at the dusty boxes piled against the wall.
B Michael took the faded paper from her hands and studied the scribbled pictures.
C Michael opened his mouth to agree, but the words caught in his throat. His sister looked like a balloon after it had lost its air.
D Soon Michael discovered a tin box in a hollow spot at the base of the rock. Anna worked the cover loose, and together, they stared at an old wooden yo-yo.

Item 3

Which BEST describes why Anna is unable to find the treasure before Michael helps her?

A She is looking at the wrong side of the map.
B The map is old and shows a tree that is no longer there.
C She does not have the map with her while she is looking.
D The map is confusing and shows rocks shaped like animals.

Item 4

In what ways are Anna and Michael different? How do their differences affect their search for the treasure? Use details from the story in your answer.

Item 5

Which of these BEST explains the meaning of the phrase *like a flash of lightning* as it is used in the sentence?

Anna kept dashing past him like a flash of lightning.

A Anna was very fast.
B Anna was in danger.
C Anna was very bright.
D Anna was hard to see.

Item 6

What is the meaning of *studied* as it is used in the sentence?

Michael took the faded paper from her hands and studied the scribbled pictures.

A learned
B planned
C observed
D remembered

Item 7

What does the prefix *un-* mean in *unusual*?

Finally, they spotted an unusual rock shaped like a bird.

A not
B very
C under
D before

Item 8

Write a conclusion to the story in which Anna and Michael go back to the attic to see what else they can find. Be sure to include what they say to each other and descriptions of how the attic looks.

Items 9 and 10

In this section, you will read two texts and then write an informational essay detailing the ways in which citizen naturalists like Eva use the scientific method to help scientists answer questions and solve problems. Be sure to use information from both texts in your informational essay.

Before you begin planning and writing, read these two texts:

1. **"Nature All Around"**
2. **"Looking for Answers"**

As you read the texts, think about what details from the texts you might use in your informational essay.

Nature All Around

Eva stood still and listened to the song. She looked around to see where it was coming from. She smiled when she finally discovered the singing frog. It was hidden between tall blades of thick grass. She took out her pencil and drew a picture of what she saw. She hoped her mom was recording the song.

Eva and her parents are part of a science group that studies frogs and toads. They have learned to recognize the frogs and toads by the sounds (or songs) that they make. First, the group writes down what they see and hear. They also take pictures and record the sounds. Next, they post their findings online. Finally, scientists look at the information.

Even though Eva is only eight years old, she is a "citizen naturalist." Citizen naturalists are ordinary people who care about Earth. They want to keep it safe and clean for people, plants, and animals. Citizen naturalists are curious about the world around them. They spend time outside observing (or carefully looking at) nature.

Eva's group learns about frogs and toads, but there are different types of groups around the country. People come together to watch different things in nature. Some groups watch birds. Others count fireflies. Still others help protect monarch butterflies. Some groups even watch the stars. Like Eva's group, these groups collect facts and share them with scientists.

Many of the people who start these groups feel it is important for young people to notice and care about nature. Kids can join groups that meet in their neighborhoods, at parks, or at their schools. Groups may be led by parents, teachers, scientists, or people from the neighborhood who simply love wildlife. Anyone can become a citizen naturalist—even you! A person needs only to have a love for nature.

Looking for Answers

Have you ever wondered what makes a seed grow into a plant? Or have you wondered why certain animals only come out at night? The curious learner is full of questions. One way of seeking answers to those questions is known as the scientific method.

Scientists have lots of questions. They are interested in learning about the world around them. They pay

careful attention to what they see. Often, scientists want to solve problems to make the world a better place in which to live.

Scientists often write things down because they want to remember what they see. This is known as **observation** [ob-zur-VEY-shuhn]. When scientists have a question to answer, they make observations. Once they have a few observations, they come up with a guess about what the answer to their question might be. This guess is called a **hypothesis** [hi-POTH-uh-siz].

Next, it is time for an **experiment**. An experiment [ek-SPER-uh-ment] is a test to find something out. Scientists think of ways to test if the hypothesis is correct. Then they watch to see what happens. Do you remember what it is called when scientists watch to see what happens? Observation! They write down the facts that they see. A fact is something that is true.

Scientists look at the facts they've gathered and think about what they might mean. This helps the scientists know if the hypothesis, or guess, is likely to be correct. Based on the observations, the facts, and the experiment, scientists make a **conclusion**. A conclusion [kuhn-KLOO-zhuhn] is a short paragraph about what was learned from the experiment.

Scientists are not the only people who can use the scientific method. Any person with a question can follow these steps to find the answers to his or her question.

Item 9

The author of "Nature All Around" writes, "Anyone can become a citizen naturalist—even you! A person needs only to have a love for nature." The author of "Looking for Answers" writes, "Scientists are not the only people who can use the scientific method. Any person with a question can follow these steps to find the answer to his or her question."

In what ways do the authors feel the same? Use details from both passages in your answer.

Item 10

Now that you have read "Nature All Around" and "Looking for Answers" and answered a question about what you have read, create a plan for your informational essay.

Think about ideas, facts, definitions, details, and other information and examples you want to use. Think about how you will introduce your topic and what the main topic will be for each paragraph. Be sure to identify the sources by title or number when using details or facts directly from the sources.

Write an informational essay detailing the ways in which citizen naturalists like Eva use the scientific method to help scientists answer questions and solve problems. Be sure to use information from both texts in your informational essay.

Now write your informational essay. Be sure to:

- **Use information from the two texts so that your essay includes important details.**
- **Introduce the topic clearly, provide a focus, and organize information in a way that makes sense.**
- **Develop the topic with facts, definitions, details, or other information and examples related to the topic.**
- **Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas.**
- **Show the relationships among ideas.**
- **Use clear language and vocabulary.**
- **Provide a concluding statement or section.**
- **Check your work for correct usage, grammar, spelling, and capitalization.**

English Language Arts (ELA) Additional Sample Item Keys

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
1	ELACC3RL2	3	D	The correct answer is choice (D) Fun can be found in unexpected places. The children initially didn't expect to have fun cleaning the attic, but then they discovered the treasure map. Later, Michael learned that helping his sister, even though he thought it was pointless, turned out to be fun. Choice (A) is incorrect because cleaning is not the main focus of the story; finding the treasure is. Choice (B) is incorrect because the children don't actually draw a map; they simply follow it. Choice (C) is incorrect because nothing in the story supports this generalized conclusion about brothers and sisters.
2	ELACC3RL1	3	C	The correct answer is choice (C) Michael opened his mouth to agree, but the words caught in his throat. His sister looked like a balloon after it had lost its air. At this point in the story, Michael realizes that being kind to his sister is better than making her feel even more foolish for thinking the map would still lead to treasure after all these years. Choice (A) is incorrect because it does not show any interaction between Michael and Anna. Choice (B) is incorrect because it does not reveal that Michael is caring nor is he reacting in any way to Anna. Choice (D) is incorrect because it only describes Michael and Anna working together to open the box.
3	ELACC3RL2	3	B	The correct answer is choice (B) The map is old and shows a tree that is no longer there. Because the map shows features that have changed over time, Anna can't rely on them to find the treasure. Choice (A) is incorrect because turning the map on the right side by itself doesn't solve the problem. Choice (C) is incorrect because Anna does carry the map with her throughout the story. Choice (D) is incorrect because the rock shaped like a bird actually helps Anna and Michael find the treasure; it does not confuse them.
4	ELACC3RL3	3	N/A	See scoring rubric and exemplar responses on page 32.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
5	ELACC3RL4	3	A	The correct answer is choice (A) Anna was very fast. The phrase "like a flash of lighting" is figurative language describing her speed. Choice (B) is incorrect because Anna is not actually in danger in the story. Choices (C) and (D) are incorrect because they are literal interpretations that do not reflect her speed.
6	ELACC3L4a	2	C	The correct answer is choice (C) observed. Michael is looking at the map and thinking about what he sees. Choices (A) and (B) are incorrect because Michael hasn't learned anything about the map yet or made plans based on it; he has only just started looking at it. Choice (D) is incorrect because this is only the first time he has gotten a good look at the map, so he couldn't have remembered anything about it yet.
7	ELACC3L4b	2	A	The correct answer is choice (A) not. The word "unusual" refers to something that is not typically expected or something that stands out. In this case, the rock shaped like a bird is "unusual" or "not normal" because most rocks don't have recognizable or memorable shapes. Choice (B) is incorrect because it would suggest that the rock is "very usual," which it isn't because it's shaped like a bird. Choice (C) is incorrect because the rock is not underneath of anything. Choice (D) is incorrect because the rock does not come before anything.
8	ELACC3W3b	4	N/A	See exemplar responses on page 33 and the four point holistic rubric on page 37.
9	ELACC3RI3	3	N/A	See scoring rubric and exemplar responses on page 34.
10	ELACC3W2b	4	N/A	See exemplar response beginning on page 35 and the seven point two-trait rubric beginning on page 38.

English Language Arts (ELA) Example Scoring Rubrics and Exemplar Responses

Item 4

Scoring Rubric

Points	Description
2	The response achieves the following: • gives sufficient evidence of the ability to describe and compare characters in a story and to explain the support for a comparison • includes specific examples/details that make clear reference to the text • adequately describes and compares the characters and gives an explanation with clearly relevant information based on the text
1	The response achieves the following: • gives limited evidence of the ability to describe and compare characters in a story or to explain the support for a comparison • includes vague/limited examples/details that make reference to the text • describes and compares the characters or gives an explanation with vague/limited information based on the text
0	The response achieves the following: • gives no evidence of the ability to describe and compare characters in a story or to explain the support for a comparison OR • describes and compares the characters, but provides no explanation OR • describes and compares the characters or gives an explanation, but includes no explanation or no relevant information from the text

Exemplar Response

Points Awarded	Response
2	*Michael is more serious than Anna. He is more focused on his chores and thinks there isn't a treasure. Anna is excited about finding the treasure. Anna gets sad when she doesn't find it and thinks she wasted her time. Michael helps his sister when his heart starts pounding because he is excited about the treasure and makes her excited again.*
1	*Michael is focused on his chores and thinks there isn't a treasure. Anna is excited about finding a treasure and gets sad when she doesn't find it. Michael helps her find the treasure by getting excited like Anna.*
0	*Michael isn't as fun as Anna is.*

Item 8

To view the four point holistic rubric for a text-based narrative response, see page 37.

Exemplar Response

Points Awarded	Response
4	*Anna said to Michael, "Now that we've found the treasure, let's go back to the attic to see if there are other things to find!"* *Michael told Anna that her idea was a good one. The two children ran back into the attic and started looking around the dirty and dusty boxes.* *"Look at this!" Michael shouted. Anna saw Michael holding up a diary. It was old and the cover was torn, but the writing was as clear as could be.* *Inside the cover, it said, "Jonathan's Diary, 1936." Anna and Michael looked at each other in surprise at how old the diary really was. "1936!" they said at the same time.* *Over the next few days, the two children found many more treasures because of the clues Jonathan had written so long ago. Michael was glad he changed his mind about hidden treasures.*
3	*Anna said to Michael, "Now that we've found the treasure, let's go back to the attic to see if there are other things to find!"* *Michael told Anna that her idea was a good one. The two children ran back into the attic and started looking around the dirty and dusty boxes.* *They found an old diary, and it had directions to more treasures. They followed them and found more things.*
2	*Anna said to Michael that they should go back to the attic to look for more things. "That's a good idea," Michael said.* *They found a diary when they got there. It had more directions to treasures. Anna and Michael had fun finding them.*
1	*Anna said to Michael that they should go back to the attic to look for more things. "That's a good idea," Michael said.*
0	*Anna and Michael were happy to find the treasure and wanted more.*

Item 9

Scoring Rubric

Points	Description
2	The response achieves the following: • gives sufficient evidence of the ability to determine the authors' points of view and to explain how they are similar • includes specific examples/details that make clear reference to the texts • adequately explains the authors' points of view with clearly relevant information based on the texts
1	The response achieves the following: • gives limited evidence of the ability to determine the authors' points of view and to explain how they are similar claim/point/central idea, or to explain the support for a central idea • includes vague/limited examples/details that make reference to the texts • explains the authors' points of view with vague/limited information based on the texts
0	The response achieves the following: • gives no evidence of the ability to determine the authors' points of view or to explain how they are similar OR • gives the authors' points of view or an explanation of how they are similar, but includes no examples or no examples/details that make reference to the texts OR • gives the authors' points of view or identifies how they are similar, but includes no explanation or no relevant information from the texts

Exemplar Response

Points Awarded	Response
2	*Both authors think that anyone can discover things with science using the scientific method. The first author says that people only have to love nature. The second author says that people just need to follow the steps.*
1	*Both authors think that anyone can discover things with science and use the scientific method.*
0	*The authors say the same things.*

Item 10

To view the seven point two-trait rubric for a text-based informational/explanatory response, see page 38.

Example of a 7-Point Response:

Citizen naturalists like Eva use the scientific method by using each step in the process, but they do it using the frogs.

First, they watch the frogs to see how they act and what they sound like. Then they make a guess that is called a hypothesis. They might guess about the way the frogs make their sounds or which frogs make the different sounds.

Their experiment could be testing the frogs and the sounds they make. They could catch the frogs and see what will make them sing.

In the end, they make a conclusion about the things they learned about the frogs and write about it.

English Language Arts (ELA) Writing Rubrics

English Language Arts (ELA) 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 essentially has one main criterion. On the Georgia Milestones EOG assessment, a holistic rubric contains a single point scale ranging from zero to four. Each point value represents a qualitative description of the student's work. To score an item on a holistic rubric, the scorer or reader need only choose the description 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: Informational/Explanatory or Opinion
A two-trait rubric, on the other hand, is an analytic rubric with two criteria, or traits. On the Georgia Milestones EOG assessment, a two-trait rubric contains two point scales for each trait ranging from zero to four on one scale and zero to three on the other. A score is given for each of the two criteria/traits, for a total of seven possible points for the item. To score an item on a two-trait rubric, a scorer or reader must choose the description and associated point value for each criteria/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 (ELA) EOG assessment.

Four Point Holistic Rubric

Genre: Narrative

Description	Points	Criteria
*The **Narrative** writing task 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.*	**4**	*The student's response is a well-developed narrative that fully develops a real or imagined experience based on a text as a stimulus.* • 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 or 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 • Has very few or no errors in usage and/or conventions that interfere with meaning*
	3	*The student's response is a complete narrative that develops a real or imagined experience based on a text as a stimulus.* • 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 or events or show the response of characters to situations • Uses words and/or phrases to indicate sequence • Provides an appropriate sense of closure • Has a few minor errors in usage and/or conventions with no significant effect on meaning*
	2	*The student's response is an incomplete or oversimplified narrative based on a text as a stimulus.* • 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 or events or show the response of characters to situations • Uses occasional signal words to indicate sequence • Provides a weak or ambiguous sense of closure • Has frequent errors in usage and conventions that sometimes interfere with meaning*
	1	*The student's response provides evidence of an attempt to write a narrative based on a text as a stimulus.* • 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 or 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	• The response is completely irrelevant or incorrect, or there is no response. • The student merely copies the text in the prompt. • The student copies so much text from the passages that there is not sufficient original work to be scored.

*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 Progressive Skills chart 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

Description	Points	Criteria
Idea Development, Organization, and Coherence *This trait contributes 4 of 7 points to the score for this genre and examines the writer's ability to effectively establish a controlling topic and to support the topic with evidence from the text(s) read and to elaborate on the topic with examples, illustrations, facts, and other details. The writer must integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence in order to create cohesion for an informative/explanatory essay.*	**4**	*The student's response is a well-developed informative/explanatory text that examines a topic in depth and presents related information based on text as a stimulus.* • 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	*The student's response is a complete informative/explanatory text that examines a topic and presents information based on text as a stimulus*. • 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	*The student's response is an incomplete or oversimplified informative/explanatory text that cursorily examines a topic based on text as a stimulus.* • 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	*The student's response is a weak attempt to write an informative/explanatory text that examines a topic based on text as a stimulus.* • 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	• The response is completely irrelevant or incorrect, or there is no response. • The student merely copies the text in the prompt. • The student copies so much text from the passages that there is not sufficient original work to be scored.

Seven Point Two-Trait Rubric

Trait 2 for Informational/Explanatory Genres

Description	Points	Criteria
Language Usage and Conventions *This trait contributes 3 of 7 points for this genre and 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.*	**3**	*The student's response demonstrates full command of language usage and conventions.* • 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	*The student's response demonstrates partial command of language usage and conventions.* • 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	*The student's response demonstrates weak command of language usage and conventions.* • 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	• The student's response has many errors that affect the overall meaning, or the response is too brief to determine a score. • The student copies so much text from the passages that there is not sufficient original work to be scored.

*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 Progressive Skills chart 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

Description	Points	Criteria
Idea Development, Organization, and Coherence *This trait contributes 4 of 7 points to the score for this genre and examines the writer's ability to effectively establish a claim as well as to address counterclaims, to support the claim with evidence from the text(s) read, and to elaborate on the claim with examples, illustrations, facts, and other details. The writer must integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence in order to create cohesion for an argumentative essay.*	**4**	*The student's response is a well-developed opinion piece that examines a topic and supports a point of view, with reasons, clearly based on text as a stimulus.* • Effectively introduces a topic and clearly states an opinion • Effectively organizes the 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	*The student's response is a complete opinion piece that examines a topic and supports a point of view based on the text.* • 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	*The student's response is an incomplete or oversimplified opinion piece that examines a topic and partially supports a point of view.* • 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 • Provides a weak concluding statement or section
	1	*The student's response is a weak attempt to write an opinion piece that examines a topic and does not support a point of view.* • 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	• The response is completely irrelevant or incorrect, or there is no response. • The student merely copies the text in the prompt. • The student copies so much text from the passages that there is not sufficient original work to be scored.

Seven Point Two-Trait Rubric

Trait 2 for Opinion Genre

Description	Points	Criteria
Language Usage and Conventions *This trait contributes 3 of 7 points for this genre and 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.*	**3**	*The student's response demonstrates full command of language usage and conventions.* • 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	*The student's response demonstrates partial command of language usage and conventions.* • 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	*The student's response demonstrates weak command of language usage and conventions.* • 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	• The student's response has many errors that affect the overall meaning, or the response is too brief to determine a score. • The student copies so much text from the passages that there is not sufficient original work to be scored.

*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 Progressive Skills chart for those standards that need continued attention beyond the grade in which they were introduced.

MATHEMATICS

Description of Test Format and Organization

The Georgia Milestones EOG assessment is primarily a criterion-referenced test, designed to provide information about how well a student has mastered the grade-level state-adopted content standards in Mathematics. Each student will receive one of four proficiency levels, depending on how well the student has mastered the content standards. In addition to criterion-referenced information, the Georgia Milestones measures will also include a limited sample of nationally norm-referenced items to provide a signal of how Georgia students are achieving relative to their peers nationally. The norm-referenced information provided is supplementary to the criterion-referenced proficiency designation and will not be utilized in any manner other than to serve as a barometer of national comparison. Only the criterion-referenced scores and proficiency designations will be utilized in the accountability metrics associated with the assessment program (such as student growth measures, educator effectiveness measures, or the CCRPI).

The Grade 3 Mathematics EOG assessment consists of a total of 73 items, 64 of which are operational items (and contribute to a student's criterion-referenced and/or norm-referenced score) and 9 of which are field test items (newly written items that are being tried out and do not contribute to the student's score). The criterion-referenced score, and proficiency designation, is comprised of 53 items, for a total of 58 points. Students will respond to a variety of item types, including selected-response, constructed-response, and extended constructed-response items. Of the 64 operational items, 20 will be norm-referenced and will provide a national comparison in the form of a national percentile rank. Nine of the items have been verified as aligned to the course content standards by Georgia educators and will therefore contribute to the criterion-referenced proficiency designation. The other 11 items will contribute only to the national percentile rank and be provided as supplemental information. Only items that are aligned to the state-adopted content standards will be utilized to inform the criterion-referenced score.

With the inclusion of the norm-referenced items, students may encounter items for which they have not received direct instruction. These items will not contribute to the student's criterion-referenced proficiency designation; only items that align to the course content standards will contribute to the criterion-referenced score. Students should be instructed to try their best should they ask about an item that is not aligned to the content they have learned as part of the course.

Grade 3 Mathematics EOG Assessment Design

Description	Number of Items	Points for CR[1] Score	Points for NRT[2] Feedback
CR Selected-Response Items	41	41	0
NRT Selected-Response Items	20[3]	9[4]	20
CR Constructed-Response Items	3	8	0
CR Field Test Items	9	0	0
Total Items/Points[5]	**73**	**58**	**20**

[1]CR—Criterion-Referenced: items aligned to state-adopted content standards
[2]NRT—Norm-Referenced Test: items that will yield a national comparison; may or may not be aligned to state-adopted content standards
[3]Of these items, 9 will contribute to both the CR scores and NRT feedback. The other 11 of these items will contribute to NRT feedback only and will not impact the student's proficiency designation, scale score, or grade conversion.
[4]Alignment of national NRT items to course content standards was verified by a committee of Georgia educators. Only approved, aligned NRT items will contribute to a student's CR proficiency designation, scale score, and grade conversion score.
[5]Total number of items contributing to CR score: 53; total points: 58; total number of items contributing to NRT feedback: 20; total points: 20

The test will be given in two sections. Section 1 is divided into two parts. Students may have up to 80 minutes per section to complete Sections 1 and 2. The total estimated testing time for the Grade 3 Mathematics EOG assessment ranges from approximately 120 to 160 minutes. Total testing time describes the amount of time students have to complete the assessment. It does not take into account the time required for the test examiner to complete pre-administration and post-administration activities (such as reading the standardized directions to students). Sections 1 and 2 must be scheduled to be administered on the same day in one test session following the district's testing protocols for the EOG measures (in keeping with state guidance).

Content Measured

The Grade 3 Mathematics assessment will measure the standards that are enumerated for Grade 3 as described on www.georgiastandards.org.

The content of the assessment is organized into four groupings, or domains, of standards for the purposes of providing feedback on student performance. A content domain is a reporting category that *broadly* describes and defines the content of the course, as measured by the EOG assessment. The standards for Grade 3 Mathematics are grouped into four domains: Operations and Algebraic Thinking, Numbers and Operations, Measurement and Data, and Geometry. Each domain was created by organizing standards that share similar content characteristics. The content standards describe the level of expertise that Grade 3 Mathematics educators should strive to develop in their students. Educators should refer to the content standards for a full understanding of the knowledge, concepts, and skills subject to be assessed on the EOG assessment.

The approximate proportional number of points associated with each domain is shown in the following table. A range of cognitive levels will be represented on the Grade 3 Mathematic s EOG assessment. Educators should always use the content standards when planning instruction.

Grade 3 Mathematics: Domain Structures and Content Weights

Domain	Standard		Approximate Weight
Operations and Algebraic Thinking	MCC3OA1 MCC3OA2 MCC3OA3 MCC3OA4 MCC3OA5	MCC3OA6 MCC3OA7 MCC3OA8 MCC3OA9	25%
Numbers and Operations	MCC3NBT1 MCC3NBT2 MCC3NBT3	MCC3NF1 MCC3NF2 MCC3NF3	35%
Measurement and Data	MCC3MD1 MCC3MD2 MCC3MD3 MCC3MD4	MCC3MD5 MCC3MD6 MCC3MD7 MCC3MD8	30%
Geometry	MCC3G1 MCC3G2		10%

Item Types

The Mathematics portion of the Grade 3 EOG assessment consists of selected-response, constructed-response, and extended constructed-response items.

A selected-response item, sometimes called a multiple-choice item, is defined as a question, problem, or statement that appears on a test followed by several answer choices, sometimes called options or response choices. The incorrect choices, called distractors, usually reflect common errors. The student's task is to choose, from the alternatives provided, the best answer to the question posed in the stem (the question). The Mathematics selected-response items will have four answer choices.

A constructed-response item asks a question and solicits the student to provide a response he or she constructs on his or her own, as opposed to selecting from options provided. The constructed-response items on the EOG assessment will be worth two points. Partial credit may be awarded.

An extended constructed-response item is a specific type of constructed-response item that elicits a longer, more detailed response from the student than a two-point constructed-response item. The extended constructed-response items on the EOG assessment will be worth four points. Partial credit may be awarded.

Mathematics Example Items

Example items, which are representative of three DOK levels across various Grade 3 Mathematics content domains, are provided on the following pages. **All example and sample items contained in this guide are the property of the Georgia Department of Education.**

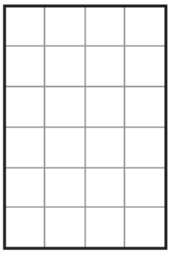
Example Item 1

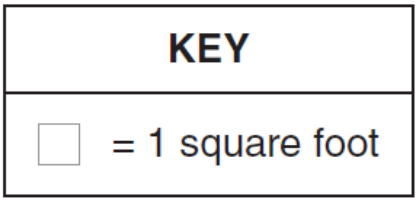
DOK Level: 1

Mathematics Grade 3 Content Domain: Measurement and Data

Standard: MCC3MD6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

The grid represents the floor of a rectangular closet.





What is the TOTAL area of this floor?

A 10 square feet
B 16 square feet
C 24 square feet
D 36 square feet

Correct Answer: C

Explanation of Correct Answer: The correct answer is choice (C) 24 square feet. There are 6 rows of 4 squares and 6 x 4 = 24. Choice (A) is incorrect because it adds the two side lengths. Choice (B) is incorrect because it counts the outside squares. Choice (D) is incorrect because it is the product of 6 x 6.

Example Item 2

DOK Level: 2

Mathematics Grade 3 Content Domain: Number and Operations

Standard: MCC3NBT1. Use place value understanding to round whole numbers to the nearest 10 or 100.

On Saturday, 353 people attended a school play. On Sunday, 489 people attended the school play.

Which expression will give the BEST estimate for the TOTAL number of people who attended the play on Saturday and Sunday?

A 350 + 480
B 350 + 490
C 360 + 490
D 360 + 500

Correct Answer: B

Explanation of Correct Answer: The correct answer is choice (B) 350 + 490 (Each number rounds to the greatest 10). Since 3 in the ones place is less than 5, 353 rounds down to 350 and 9 in the ones place is greater than 5, 489 rounds up to 490. Choice (A) is incorrect because 489 should be rounded to 490. Choice (C) is incorrect because 353 should be rounded to 350. Choice (D) is incorrect because it rounds incorrectly.

Example Item 3

DOK Level: 3

Mathematics Grade 3 Content Domain: Operations & Algebraic Thinking

Standard: MCC3OA3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Riaz wants to use the number sentence shown to solve a problem.

$12 \div 3 = \square$

Which problem could be solved using this number sentence?

A A pet store has 12 cats. If 3 of them are sold, how many cats have not been sold?
B A key chain can hold 3 keys. If there are a total of 12 keys, how many key chains are there?
C A necklace has 3 blue beads and 12 green beads. How many beads does the necklace have in all?
D A sewing machine can sew 1 button in 3 seconds. How many seconds will it take to sew 12 buttons?

Correct Answer: B

Explanation of Correct Answer: The correct answer is choice (B) A key chain can hold 3 keys. If there are a total of 12 keys, how many key chains are there? Choice (A) is incorrect because it uses subtraction instead of division. Choice (C) is incorrect because it uses addition instead of division. Choice (D) is incorrect because it uses multiplication instead of division.

Mathematics Additional Sample Items

This section has two parts. The first part is a set of 10 sample items for the Mathematics portion of the EOG assessment. The second part contains a table that shows for each item the standard assessed, the DOK level, the correct answer (key), and a rationale/explanation about the key and distractors. The sample items can be utilized as a mini-test to familiarize students with the item formats found on the assessment. **All example and sample items contained in this guide are the property of the Georgia Department of Education.**

Item 1

The students in an art class made 6 flowers. Each flower was made with 8 bottle caps, as shown.

Which expression represents the TOTAL number of bottle caps needed to make the flowers?

A $8 + 6$
B $8 - 6$
C 8×6
D $8 \div 6$

Item 2

Look at the number sentence.

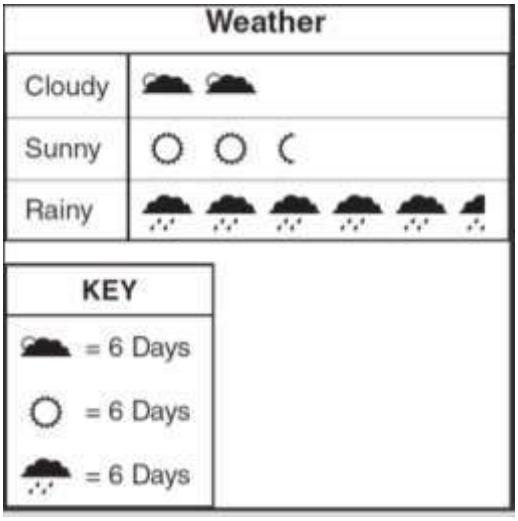
$\square \div 12 = 7$

What number belongs in the box to make the number sentence true?

A 5
B 19
C 74
D 84

Item 3

The picture graph shows what the weather was like in a city for 60 days.



How many MORE days were rainy than cloudy?

A 18
B 21
C 24
D 33

Item 4

Look at the expression.

156 + 100 + 100 + 10 + 4

What is the sum of this expression?

A 360
B 370
C 460
D 856

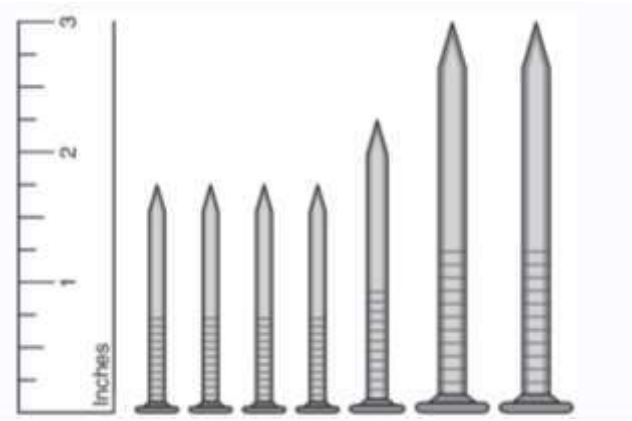
Item 5

Which of these is equal to 4 × (3 × 6)?

A 4 × 9
B 4 × 36
C 12 × 6
D 12 × 24

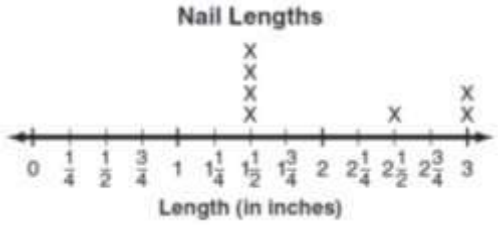
Item 6

Look at these nails.

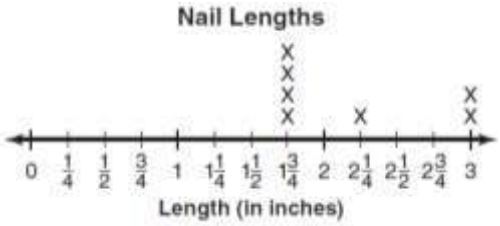


Which line plot shows the lengths of these nails to the nearest quarter inch?

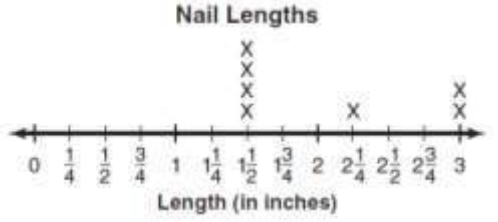
A



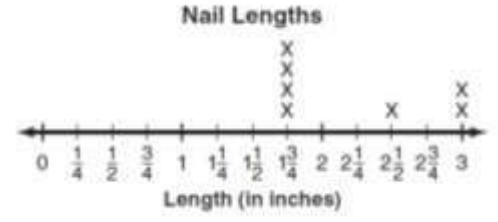
B



C



D



Item 7

Emily rounded the number of rubber duck entered in a race to the nearest hundred. She says there are about 700 rubber ducks entered in the race.

Which of these could be the number of rubber ducks entered in the race?

A 648
B 671
C 762
D 783

Item 8

Which statement is NOT true about all squares and all rectangles?

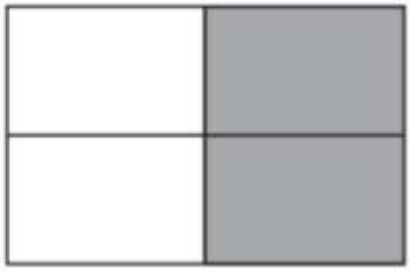
A They all have right angles.
B They all have 4 sides and 4 angles.
C They all have 4 sides of equal lengths.
D The all have opposite sides that are parallel.

Item 9

What is the sum of 468 and 31? Explain how you got your answer.

Item 10

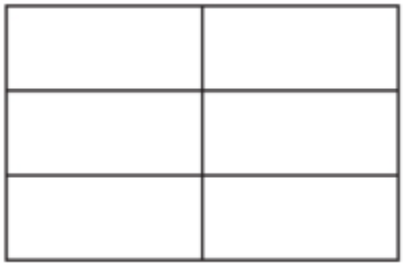
Look at the shaded part of each rectangle.



Part A: Use <, >, or = to write a number sentence comparing the fraction of each rectangle that is shaded.

_____

Part B: Shade the rectangle so it shows a fraction equal to the first rectangle. On the line, write the fraction shown by the shaded part of the rectangle.



_____

Part C: Explain how you can prove that the shaded part of the rectangle in Part B is equal to the shaded part of the first rectangle.

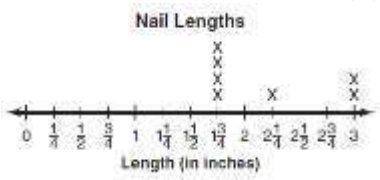
_____

_____

_____

Math Additional Sample Item Keys

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
1	MCC3OA1	2	C	The correct answer is choice (C) 8 x 6. The students will need 6 groups of 8 bottle caps, which can be represented with multiplication. Choices (A), (B), and (D) use incorrect operations to relate the numbers.
2	MCC3OA4	2	D	The correct answer is choice (D) 84. The number in the box is the product of 7 and 12, which is 84. Choice (A) is incorrect because it is the difference between 12 and 7. Choice (B) is incorrect because it is the sum of 12 and 7. Choice (C) is the result of failing to regroup the ones when multiplying.
3	MCC3MD3	2	B	The correct answer is choice (B) 21. Each calendar represents 6 days. There are $5\frac{1}{2}$ calendars for rainy, so 33 days were rainy. There are 2 calendars for cloudy, so 12 days were cloudy. 33 – 12 = 21. Choice (A) is incorrect because it compares the wrong categories. Choice (C) is incorrect because it counts 6 calendars for rainy days instead of $5\frac{1}{2}$. Choice (D) is incorrect because it is the number of rainy days.
4	MCC3NBT2	1	B	The correct answer is (B) 370. Choice (A) is the result of not regrouping after adding the ones. Answer Choices (C) and (D) are the results of incorrect place value of 10 as 100. Choice (D) has an addition place value error of 4 as 400.
5	MCC3OA5	2	C	The correct answer is choice (C) 12 x 6. By the associative property of multiplication, 4 x (3 x 6) = (4 x 3) x 6, and (4 x 3) x 6 = 12 x 6. Choice (A) is incorrect because it is the result of adding the numbers in the parentheses. Choice (B) is incorrect because it is the result of combining the numbers in the parentheses to make a 2-digit number. Choice (D) is incorrect because it is the result of multiplying each term in the parentheses by 4.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
6	MCC3MD4	2	B	The correct answer is choice (B)  . There are four nails that measure $1\frac{3}{4}$ inches. There is one nail that measures $2\frac{1}{2}$ inches. There are two nails that measure 3 inches. Choices (A), (C), and (D) are incorrect because the nails are measured incorrectly and/or the lengths are plotted incorrectly.
7	MCC3NBT1	2	B	The correct answer is choice (B) 671. To round to the nearest hundred, look at the digits in the tens place. If the digit is 5 or greater, round the hundreds place up. Since 7 is greater than 5, 671 rounds to 700. Choice (A) is incorrect because 648 rounds to 600. Choices (C) and (D) are incorrect because they round to 800.
8	MCC3G1	1	C	The correct answer is choice (C) They all have 4 sides of equal lengths. All rectangles have two pairs of sides of equal length, but only squares have four sides of equal length. Choices (A), (B), and (D) are incorrect because they are true statements about all squares and all rectangles.
9	MCC3NBT2	2	N/A	See scoring rubric and exemplar responses on page 58.
10	MCC3NF3b	3	N/A	See scoring rubric and exemplar responses beginning on page 59.

Math Example Scoring Rubrics and Exemplar Responses

Item 9

Scoring Rubric

Points	Description
2	The response achieves the following: • A score of two indicates a thorough understanding of adding and subtracting within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
1	The response achieves the following: • A score of one indicates a partial understanding of adding and subtracting within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. • Give 1 point for 499
0	The response achieves the following: • A score of zero indicates limited or no understanding of adding and subtracting within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Exemplar Response

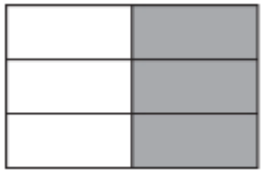
Points Awarded	Response
2	*499* *AND* *To add the two numbers, I added 460 and 30 to get 490. Then I added the 8 and 1 in the ones place.* *(OR other valid explanation.)*
1	*N/A*
0	*N/A*

Item 10

Scoring Rubric

Points	Description
4	The response achieves the following: • A score of four indicates a thorough understanding of the mathematical concepts embodied in the task. The response shows algorithms, computations, and other content-related work executed correctly and completely.
3	The response achieves the following: • A score of three indicates a general understanding of the mathematical concepts embodied in the task. The response shows a mostly correct attempt to execute algorithms, computations, and other content-related work completely.
2	The response achieves the following: • A score of two indicates a partial understanding of the mathematical concepts embodied in the task. The response shows an attempt to execute algorithms, computations, and other content-related work correctly and completely.
1	The response achieves the following: • A score of one indicates a limited understanding of the mathematical concepts embodied in the task. The response contains major errors or only a partial process.
0	The response achieves the following: • A score of zero indicates no understanding of the mathematical concepts embodied in the task. A score of zero indicates no understanding of the problem-solving concepts embodied in the task.

Exemplar Response

Points Awarded	Response
4	*Part A:* $\frac{1}{2} = \frac{2}{4}$ *or* $\frac{2}{4} = \frac{1}{2}$ *AND* *Part B:*  ***NOTE**: Any 3 rectangles shaded* *AND* $\frac{3}{6}$

Item 10

Exemplar Response – continued

Points Awarded	Response
4 – continued	*AND* *Part C: The shaded part $\frac{3}{6}$ takes up the same amount of space as the shaded part $\frac{1}{2}$, so the two fractions are the same. The shaded parts are equal.*
3	*Part A: $\frac{1}{2} = \frac{2}{4}$ or $\frac{2}{4} = \frac{1}{2}$* *AND* *Part B: 3 parts shaded without fraction ($\frac{3}{6}$) written* *AND* *Part C: The shaded parts are equal.*
2	*Part A: $\frac{1}{2} = \frac{2}{4}$ or $\frac{2}{4} = \frac{1}{2}$* *AND* *Part B: 3 parts shaded without fraction ($\frac{3}{6}$) written* *OR* *Part C: The two fractions are the same.* *OR* *Part C: They are equal.*
1	*Part A: $\frac{1}{2} = \frac{2}{4}$ or $\frac{2}{4} = \frac{1}{2}$* *OR* *Part B: An attempt to shade without fraction ($\frac{3}{6}$) written OR fraction written but no shading* *OR* *Part C: They are equal.*
0	*N/A*

SCIENCE

Description of Test Format and Organization

The Georgia Milestones EOG assessment is primarily a criterion-referenced test, designed to provide information about how well a student has mastered the grade-level state-adopted content standards in Science. Each student will receive one of four proficiency levels, depending on how well the student has mastered the content standards. In addition to criterion-referenced information, the Georgia Milestones measures will also include a limited sample of nationally norm-referenced items to provide a signal of how Georgia students are achieving relative to their peers nationally. The norm-referenced information provided is supplementary to the criterion-referenced proficiency designation and will not be utilized in any manner other than to serve as a barometer of national comparison. Only the criterion-referenced scores and proficiency designations will be utilized in the accountability metrics associated with the assessment program (such as student growth measures, educator effectiveness measures, or the CCRPI).

The Grade 3 Science EOG assessment consists of a total of 75 selected-response items, 65 of which are operational items (and contribute to a student's criterion-referenced and/or norm-referenced score) and 10 of which are field test items (newly written items that are being tried out and do not contribute to the student's score). The criterion-referenced score, and proficiency designation, is comprised of 55 items, for a total of 55 points. Of the 65 operational items, 20 will be norm-referenced and will provide a national comparison in the form of a national percentile rank. Ten of the items have been verified as aligned to the course content standards by Georgia educators and will therefore contribute to the criterion-referenced proficiency designation. The other 10 items will contribute only to the national percentile rank and be provided as supplemental information. Only items that are aligned to the state-adopted content standards will be utilized to inform the criterion-referenced score.

With the inclusion of the norm-referenced items, students may encounter items for which they have not received direct instruction. These items will not contribute to the student's criterion-referenced proficiency designation; only items that align to the course content standards will contribute to the criterion-referenced score. Students should be instructed to try their best should they ask about an item that is not aligned to the content they have learned as part of the course.

Grade 3 Science EOG Assessment Design

Description	Number of Items	Points for CR[1] Score	Points for NRT[2] Feedback
CR Selected-Response Items	45	45	0
NRT Selected-Response Items	20[3]	10[4]	20
CR Field Test Items	10	0	0
Total Items/Points[5]	**75**	**55**	**20**

[1]CR—Criterion-Referenced: items aligned to state-adopted content standards
[2]NRT—Norm-Referenced Test: items that will yield a national comparison; may or may not be aligned to state-adopted content standards
[3]Of these items, 10 will contribute to both the CR scores and NRT feedback. The other 10 of these items will contribute to NRT feedback only and will not impact the student's proficiency designation, scale score, or grade conversion.
[4]Alignment of national NRT items to course content standards was verified by a committee of Georgia educators. Only approved, aligned NRT items will contribute to a student's CR proficiency designation, scale score, and grade conversion score.
[5]Total number of items contributing to CR score: 55; total points: 55; total number of items contributing to NRT feedback: 20; total points: 20

The test will be given in two sections. Students may have up to 70 minutes per section to complete Sections 1 and 2. The total estimated testing time for the Grade 3 Science EOG assessment ranges from approximately 100 to 140 minutes. Total testing time describes the amount of time students have to complete the assessment. It does not take into account the time required for the test examiner to complete pre-administration and post-administration activities (such as reading the standardized directions to students). Sections 1 and 2 must be scheduled to be administered on the same day in one test session following the district's testing protocols for the EOG measures (in keeping with state guidance).

Content Measured

The Grade 3 Science assessment will measure the standards that are enumerated for Grade 3 as described on www.georgiastandards.org.

The content of the assessment is organized into three groupings, or domains, of standards for the purposes of providing feedback on student performance. A content domain is a reporting category that *broadly* describes and defines the content of the course, as measured by the EOG assessment. The standards for Grade 3 Science are grouped into three domains: Earth Science, Physical Science, and Life Science. Each domain was created by organizing standards that share similar content characteristics. The content standards describe the level of expertise that Grade 3 Science educators should strive to develop in their students. Educators should refer to the content standards for a full understanding of the knowledge, concepts, and skills subject to be assessed on the EOG assessment.

The approximate proportional number of points associated with each domain is shown in the following table. A range of cognitive levels will be represented on the Grade 3 Science EOG assessment. Educators should always use the content standards when planning instruction.

Grade 3 Science: Domain Structures and Content Weights

Domain	Standard	Approximate Weight
Earth Science	S3E1 (1a, 1b, 1c, 1d) S3E2 (2a, 2b)	34%
Physical Science	S3P1 (1a, 1b, 1c, 1d) S3P2 (2a, 2b)	33%
Life Science	S3L1 (1a, 1b, 1c, 1d) S3L2 (2a, 2b)	33%

Item Types

The Science portion of the Grade 3 EOG assessment consists of selected-response items only.

A selected-response item, sometimes called a multiple-choice item, is defined as a question, problem, or statement that appears on a test followed by several answer choices, sometimes called options or response choices. The incorrect choices, called distractors, usually reflect common errors. The student's task is to choose, from the alternatives provided, the best answer to the question posed in the stem (the question). The Science selected-response items will have four answer choices.

Science Example Items

Example items, which are representative of three DOK levels across various Grade 3 Science content domains, are provided on the following pages. **All example and sample items contained in this guide are the property of the Georgia Department of Education.**

Example Item 1

DOK Level: 1

Science Grade 3 Content Domain: Life Science

Standard: S3L1. Students will investigate the habitats of different organisms and the dependence of organisms on their habitat. a. Differentiate between habitats of Georgia (mountains, marsh/swamp, coast, Piedmont, Atlantic Ocean) and the organisms that live there.

A pine tree has needle-like leaves that help it survive cold winters and save water during warm summers.

In which two habitats are pine trees usually found in Georgia?

A marshes and swamps
B Piedmont and the ocean
C coastal plains and marshes
D Piedmont and the mountains

Correct Answer: D

Explanation of Correct Answer: The correct answer is choice (D) Piedmont and the mountains. The Piedmont is a region of rolling hills that lead up to the mountains in the north of the state. In these regions, winters are typically cold and summers are typically dry, so pine trees are well suited to survive there. Choices (A) and (C) are incorrect because marshes, which are typically warm and wet, are less well suited to support pine trees. Choice (B) is incorrect because pine trees grow on land, not in the ocean.

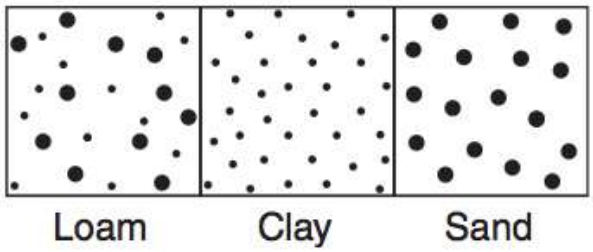
Example Item 2

DOK Level: 1

Science Grade 3 Content Domain: Earth Science

Standard: S3E1. Students will investigate the physical attributes of rocks and soils. c. Use observation to compare the similarities and differences of texture, particle size, and color in top soils (such as clay, loam or potting soil, and sand).

A student's drawing shows three different types of soil.



Which statement BEST describes a difference between the types of soil?

A Particles in clay are smaller than particles in loam and sand.
B Particles in loam are lighter in color, and particles in clay are darker in color.
C Particles in loam are the same size, but particles in sand are different sizes.
D Particles in sand have a smooth texture, and particles in clay have a rough texture.

Correct Answer: A

Explanation of Correct Answer: The correct answer is choice (A) Particles of clay are smaller than particles of loam and sand. The student's drawing shows the relative sizes of the particles that make up each type of soil. Clay has the smallest particles and sand has the largest particles; loam contains a mixture of large and small particles. Choice (B) is incorrect because the composition of a soil, not the size of the particles, determines the soil's color. Choice (C) is incorrect because particles in loam are different sizes while the particles in sand are the same size. Choice (D) is incorrect because particles in sand typically have coarse textures, while particles in clay typically have sticky textures.

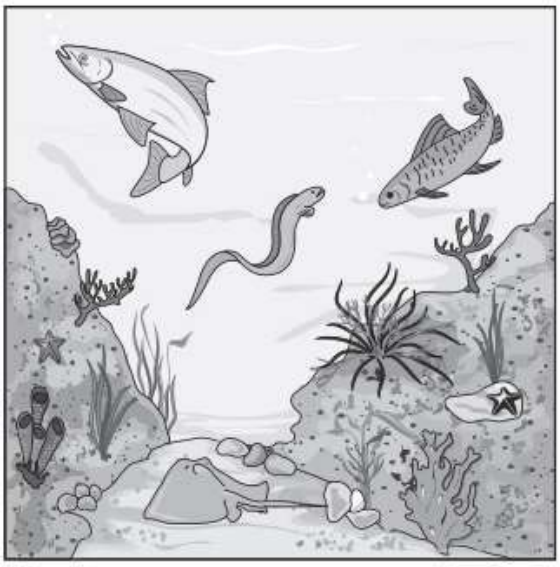
Example Item 3

DOK Level: 2

Science Grade 3 Content Domain: Life Science

Standard: S3L1. Students will investigate the habitats of different organisms and the dependence of organisms on their habitat. a. Differentiate between habitats of Georgia (mountains, marsh/swamp, coast, Piedmont, Atlantic Ocean) and the organisms that live there.

A student made a poster to show the habitat he learned about in class.



Which habitat is shown in the student's poster?

A ocean
B marsh
C Piedmont
D Coastal Plain

Correct Answer: A

Explanation of Correct Answer: The correct answer is choice (A) ocean. The student's poster shows plants and animals that live in the underwater environment of the ocean. Choices (B), (C), and (D) are incorrect because marshes, the Piedmont region, and the Coastal Plain are primarily land environments; though each region does contain underwater habitats, none supports the particular organisms shown in the student's poster.

Example Item 4

DOK Level: 2

Science Grade 3 Content Domain: Earth Science

Standard: S3E1. Students will investigate the physical attributes of rocks and soils. b. Recognize the physical attributes of rocks and minerals using observation (shape, color, texture), measurement, and simple tests (hardness).

Mohs' Scale	Mineral
1	Talc
2	Gypsum
3	Calcite
4	Fluorite
5	Apatite
6	Feldspar
7	Quartz
8	Topaz
9	Corundum
10	Diamond

A student is asked to identify a mineral with these characteristics:

1. **It can scratch fluorite and calcite.**
2. **It will not scratch diamond.**
3. **It is softer than topaz.**
4. **It is harder than feldspar and apatite.**

Which mineral fits the description?

A talc
B quartz
C gypsum
D corundum

Correct Answer: B

Explanation of Correct Answer: The correct answer is choice (B) quartz. On the Mohs' Scale, softer minerals have lower numbers, and harder minerals have higher numbers. Quartz has a higher number than fluorite, calcite, feldspar, and apatite; therefore, quartz is harder than these minerals and can scratch them. Quartz has a lower number than diamond and topaz; therefore, quartz is softer than these minerals and cannot scratch them. Choice (A) is incorrect because talc has the lowest number; it is the softest mineral. Choice (C) is incorrect because gypsum is harder than talc only. Choice (D) is incorrect because corundum is harder than topaz.

Example Item 5

DOK Level: 3

Science Grade 3 Content Domain: Earth Science

Standard: S3E1. Students will investigate the physical attributes of rocks and soils. d. Determine how water and wind can change rocks and soil over time using observation and research.

A student saw sharp rocks on his way to a stream, and saw smooth rocks in the stream. Why were the rocks in the stream smoother?

A because wind wears down rocks
B because moving water wears down rocks
C because wind breaks rocks into smaller pieces
D because moving water breaks rock into smaller pieces

Correct Answer: B

Explanation of Correct Answer: The correct answer is choice (B) Moving water wears down rocks. The rocks in the stream were likely once sharp like the rocks outside the stream. Over time, however, the water in the stream smoothed the rocks as it flowed over them. Choices (A) and (C) are incorrect because wind would not affect rocks that are underwater. Choice (D) is incorrect because rocks do not typically become smoother when they are broken into smaller pieces.

Science Additional Sample Items

This section has two parts. The first part is a set of 10 sample items for the Science portion of the EOG assessment. The second part contains a table that shows for each item the standard assessed, the DOK level, the correct answer (key), and a rationale/explanation about the key and distractors. The sample items can be utilized as a mini-test to familiarize students with the item formats found on the assessment. **All example and sample items contained in this guide are the property of the Georgia Department of Education.**

Item 1

Why do scientists use models to learn how fossils are formed?

A Plants turn into fossils as soon as they die.
B Animal fossils are valuable and hard to find.
C Fossils are so small that they are hard to see.
D Fossils are formed slowly over a long period of time.

Item 2

A student is experimenting with objects in his house to find those that are attracted to a magnet. It was found that the magnet was attracted to the door of a refrigerator because

A The door is made of a material that contains iron or steel.
B The door is made of a material that contains aluminum.
C The door is covered with something sticky.
D The door is covered with paint containing copper.

Item 3

A scientist observed the following changes in these seaside cliffs over a period of twenty years.

How can the scientist BEST explain the changes?

A erosion by wind
B erosion by waves
C increase in sea level
D increase in sea temperature

Item 4

A student places equal amounts of water in four containers made of different materials. She places the containers in the Sun and records the temperatures of the water after one hour.

In which type of container will the water have the highest temperature?

A copper
B glass
C plastic
D wood

Item 5

Which pair of features would MOST help an animal to live in the ocean?

A thick skin and lungs
B sharp teeth and claws
C fins and long, slender body
D long legs and sharp, clawed feet

Item 6

The thermometers in the picture show the temperature of the water in each cup.

Which of these shows the temperatures in order from cold to hot?

A 1, 2, 3
B 3, 2, 1
C 1, 3, 2
D 2, 3, 1

Item 7

Harmful chemicals from a farm wash into a nearby river when it rains. The river flows through a forested area.

If chemicals from the farm keep washing into the river, what will MOST LIKELY happen to the forested area over time?

A The forested area will support fewer animals.
B The forested area will grow larger plants.
C The forested area will clean the water naturally.
D The forested area will support more trees.

Item 8

Which of these would be LEAST helpful when trying to identify a mineral?

A color
B hardness
C mass
D streak

Item 9

Ben reads in a newspaper that scientists found a crocodile fossil that is much bigger than crocodiles living today.

Based on this information, which statement is MOST LIKELY true?

A Crocodiles lived longer in the past.
B Small crocodiles cannot become fossils.
C Crocodiles were once larger than they are today.
D Crocodile bones get bigger when they turn into fossils.

Item 10

Which characteristic is MOST needed for a tree to survive in dry areas?

A tall trunk
B long roots
C wide leaves
D many branches

Science Additional Sample Item Keys

Item	Standard/ Element	Characteristics of Science	DOK Level	Correct Answer	Explanation
1	S3E2b	S3CS4b	1	D	The correct answer is choice (D) Fossils are formed slowly over a long period of time. Because scientists cannot study fossils directly as they form, they use models to simulate the processes that form fossils. Choice (A) is incorrect because plants and other organisms do not turn into fossils as soon as they die. Choice (B) is incorrect because not all fossils are valuable or difficult to find; these factors do not prevent scientists from studying fossils. Choice (C) is incorrect because not all fossils are small; this factor does not prevent scientists from studying fossils.
2	S3P2a	S3CS4a	2	A	The correct answer is choice (A) The door is made of a material that contains iron or steel. Magnets are attracted to some but not all metals. Choices (B) and (D) are incorrect because aluminum and copper are examples of metals that are not magnetic. Choice (C) is incorrect because the presence of a sticky substance does not cause a material to become magnetic.
3	S3E1d	S3CS1b	2	B	The correct answer is choice (B) erosion by waves. Over time, the waves cause water to crash and flow against the cliffs. As this happens, the water breaks apart and carries away bits of rock from the cliffs. Choice (A) is incorrect because wind would not affect rock located under water. Choices (C) and (D) are incorrect because changes to sea level and sea temperature might result in more or less rock being exposed to water, but these factors are not themselves agents of erosion.
4	S3P1c	S3CS8a	1	A	The correct answer is choice (A) copper. Of the four materials, copper is the best conductor of heat. Therefore, sunlight will heat a copper container, and the water inside the container, most quickly. Choices (B), (C), and (D) are incorrect because glass, plastic, and wood are not good conductors of heat.

Item	Standard/ Element	Characteristics of Science	DOK Level	Correct Answer	Explanation
5	S3L1c	S3CS4a	2	C	The correct answer is choice (C) fins and long, slender body. The animal would use its fins to move itself through the water, which would flow easily around the animal's long, slender body. Choice (A) is incorrect because animals use lungs to remove oxygen from air, not from water. Choice (B) is incorrect because sharp teeth and claws are not specifically needed to live under water. Choice (D) is incorrect because long legs are better suited to moving on land than through water.
6	S3P1d	S3CS5c	2	D	The correct answer is choice (D) 2, 3, 1. Beaker 2 has the thermometer with the lowest temperature; therefore, its water is coldest. Beaker 1 has the thermometer with the highest temperature; therefore, its water is hottest. Choices (A) and (C) are incorrect because Beaker 1 has the thermometer with the highest temperature; its water is hottest, not coldest. Choice (B) is incorrect because Beaker 2, not Beaker 3, has the thermometer with the lowest temperature; therefore, the water in Beaker 2 is coldest.
7	S3L2a	S3CS4a	2	A	The correct answer is choice (A) The forested area will support fewer animals. The chemicals will either harm the animals directly or harm food sources lower in the food chain which they rely upon. Choice (B) is incorrect because it is a harmful chemical, so it will not encourage growth. Choice (C) is incorrect because the ecosystem may be able to temporarily remove small amounts of pollutants, but it will not be able to do so continuously. Choice (D) is incorrect because a harmful chemical will likely reduce the number of trees.
8	S3E1b	S3CS2c	1	C	The correct answer is choice (C) mass. Mass describes the amount of matter in an object. A larger mineral will have greater mass than a smaller sample of the same mineral. On the other hand, samples of two different minerals may have the same mass. Choices (A), (B), and (D) are incorrect because color, hardness, and streak are properties that scientists use to identify minerals: these properties are different for different minerals, regardless of each sample's mass.

Item	Standard/ Element	Characteristics of Science	DOK Level	Correct Answer	Explanation
9	S3E2a	S3CS8a	2	C	The correct answer choice is (C) Crocodiles were once larger than they are today. Fossils are evidence of organisms that lived long ago, so the larger crocodile must have lived in the past. Choice (A) is incorrect because the life span of the crocodile does not necessitate that it grows to a larger size. Choice (B) is incorrect because the size of the animal does not determine its ability to become a fossil. Choice (D) is incorrect because the process of fossilization does not drastically change the size of the bones.
10	S3L1b	S3CS4a	3	B	The correct answer is choice (B) long roots. Trees use their roots to absorb water from the soil. Trees with longer roots can access water deep beneath Earth's surface, allowing them to survive in dry areas. Choices (A) and (D) are incorrect because trees typically need lots of water to grow tall trunks or many branches; such trees would probably not get enough water to survive in dry areas. Choice (C) is incorrect because a tree uses its leaves mainly to get energy from sunlight, not to get water.

SOCIAL STUDIES

Description of Test Format and Organization

The Georgia Milestones EOG assessment is primarily a criterion-referenced test, designed to provide information about how well a student has mastered the grade-level state-adopted content standards in Social Studies. Each student will receive one of four proficiency levels, depending on how well the student has mastered the content standards. In addition to criterion-referenced information, the Georgia Milestones measures will also include a limited sample of nationally norm-referenced items to provide a signal of how Georgia students are achieving relative to their peers nationally. The norm-referenced information provided is supplementary to the criterion-referenced proficiency designation and will not be utilized in any manner other than to serve as a barometer of national comparison. Only the criterion-referenced scores and proficiency designations will be utilized in the accountability metrics associated with the assessment program (such as student growth measures, educator effectiveness measures, or the CCRPI).

The Grade 3 Social Studies EOG assessment consists of a total of 75 selected-response items, 66 of which are operational items (and contribute to a student's criterion-referenced and/or norm-referenced score) and 9 of which are field test items (newly written items that are being tried out and do not contribute to the student's score). The criterion-referenced score, and proficiency designation, is comprised of 55 items, for a total of 55 points. Of the 66 operational items, 20 will be norm-referenced and will provide a national comparison in the form of a national percentile rank. Nine of the items have been verified as aligned to the course content standards by Georgia educators and will therefore contribute to the criterion-referenced proficiency designation. The other 11 items will contribute only to the national percentile rank and be provided as supplemental information. Only items that are aligned to the state-adopted content standards will be utilized to inform the criterion-referenced score.

With the inclusion of the norm-referenced items, students may encounter items for which they have not received direct instruction. These items will not contribute to the student's criterion-referenced proficiency designation; only items that align to the course content standards will contribute to the criterion-referenced score. Students should be instructed to try their best should they ask about an item that is not aligned to the content they have learned as part of the course.

Grade 3 Social Studies EOG Assessment Design

Description	Number of Items	Points for CR[1] Score	Points for NRT[2] Feedback
CR Selected-Response Items	46	46	0
NRT Selected-Response Items	20[3]	9[4]	20
CR Field Test Items	9	0	0
Total Items/Points[5]	**75**	**55**	**20**

[1]CR—Criterion-Referenced: items aligned to state-adopted content standards
[2]NRT—Norm-Referenced Test: items that will yield a national comparison; may or may not be aligned to state-adopted content standards
[3]Of these items, 9 will contribute to both the CR scores and NRT feedback. The other 11 of these items will contribute to NRT feedback only and will not impact the student's proficiency designation, scale score, or grade conversion.
[4]Alignment of national NRT items to course content standards was verified by a committee of Georgia educators. Only approved, aligned NRT items will contribute to a student's CR proficiency designation, scale score, and grade conversion score.
[5]Total number of items contributing to CR score: 55; total points: 55; total number of items contributing to NRT feedback: 20; total points: 20

The test will be given in two sections. Students may have up to 70 minutes per section to complete Sections 1 and 2. The total estimated testing time for the Grade 3 Social Studies EOG assessment ranges from approximately 100 to 140 minutes. Total testing time describes the amount of time students have to complete the assessment. It does not take into account the time required for the test examiner to complete pre-administration and post-administration activities (such as reading the standardized directions to students). Sections 1 and 2 must be scheduled to be administered on the same day in one test session following the district's testing protocols for the EOG measures (in keeping with state guidance).

Content Measured

The Grade 3 Social Studies assessment will measure the standards that are enumerated for Grade 3 as described on www.georgiastandards.org.

The content of the assessment is organized into four groupings, or domains, of standards for the purposes of providing feedback on student performance. A content domain is a reporting category that *broadly* describes and defines the content of the course, as measured by the EOG assessment. The standards for Grade 3 Social Studies are grouped into four domains: History, Geography, Government and Civics, and Economics. Each domain was created by organizing standards that share similar content characteristics. The content standards describe the level of expertise that Grade 3 Social Studies educators should strive to develop in their students. Educators should refer to the content standards for a full understanding of the knowledge, concepts, and skills subject to be assessed on the EOG assessment.

The approximate proportional number of points associated with each domain is shown in the following table. A range of cognitive levels will be represented on the Grade 3 Social Studies EOG assessment. Educators should always use the content standards when planning instruction.

Grade 3 Social Studies: Domain Structures and Content Weights

Domain	Standard	Approximate Weight
History	SS3H1 (1a, 1b, 1c) SS3H2 (2a, 2b)	30%
Geography	SS3G1 (1a, 1b, 1c, 1d) SS3G2 (2a, 2b, 2c, 2e)	20%
Government and Civics	SS3CG1 (1a, 1b, 1c) SS3CG2 (2a, 2b, 2c)	30%
Economics	SS3E1 (1a, 1b, 1c, 1d) SS3E2 SS3E3 (3a, 3b, 3c, 3d) SS3E4	20%

Item Types

The Social Studies portion of the Grade 3 EOG assessment consists of selected-response items only.

A selected-response item, sometimes called a multiple-choice item, is defined as a question, problem, or statement that appears on a test followed by several answer choices, sometimes called options or response choices. The incorrect choices, called distractors, usually reflect common errors. The student's task is to choose, from the alternatives provided, the best answer to the question posed in the stem (the question). The Social Studies selected-response items will have four answer choices.

Social Studies Example Items

Example items, which are representative of three DOK levels across various Grade 3 Social Studies content domains, are provided on the following pages. **All example and sample items contained in this guide are the property of the Georgia Department of Education.**

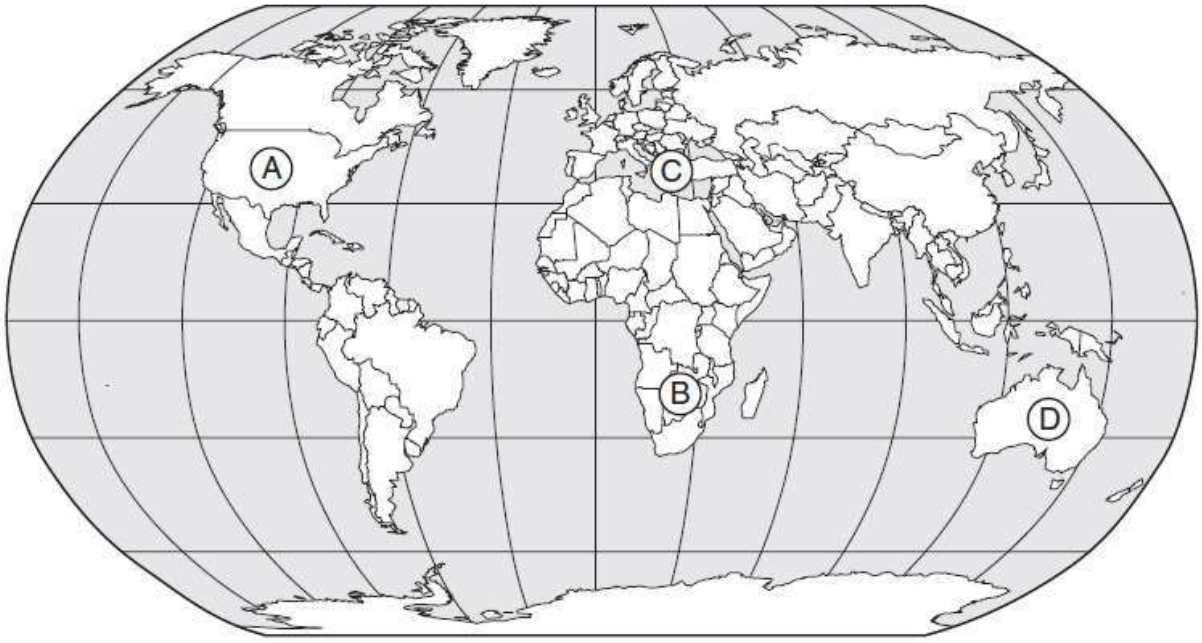
Example Item 1

DOK Level: 1

Social Studies Grade 3 Content Domain: Geography

Standard: SS3G1. The student will locate major topographical features. d. Locate Greece on a world map.

Look at the map.



Which letter shows where Greece is located?

A A
B B
C C
D D

Correct Answer: C

Explanation of Correct Answer: The correct answer is choice (C) C. Greece is located in Europe. Choice (A) is incorrect because it shows North America. Choice (B) is incorrect because it shows Africa. Choice (D) is incorrect because it shows Australia.

Example Item 2

DOK Level: 2

Social Studies Grade 3 Content Domain: History

Standard: SS3H2. The student will discuss the lives of Americans who expanded people's rights and freedoms in a democracy. b. Explain social barriers, restrictions, and obstacles that these historical figures had to overcome and describe how they overcame them.

How did Frederick Douglass improve his life?

A He went to college.
B He joined the army.
C He escaped from slavery.
D He learned a second language.

Correct Answer: C

Explanation of Correct Answer: The correct answer is choice (C) He escaped from slavery. Douglass was born into slavery but escaped in 1838 at age 20. Choices (A), (B), and (D) are incorrect because Douglass never did these things.

Example Item 3

DOK Level: 2

Social Studies Grade 3 Content Domain: Government/Civics

Standard: SS3CG1. The student will explain the importance of the basic principles that provide the foundation of a republican form of government. c. State an example of the responsibilities of each level and branch of government.

Which of these describes a responsibility of the legislative branch of government?

A to write new laws
B to carry out the laws
C to explain the meaning of laws
D to decide if people are breaking the laws

Correct Answer: A

Explanation of Correct Answer: The correct answer is choice (A) to write new laws. Under the separation of powers, the legislative branch has the power to write new laws. Choices (C) and (D) are incorrect because they describe powers of the judicial branch. Choice (B) is incorrect because the executive branch, not the legislative branch, carries out laws.

Example Item 4

DOK Level: 3

Social Studies Grade 3 Content Domain: Geography

Standard: SS3G1. The student will locate major topographical features. a. Identify major rivers of the United States of America: Mississippi, Ohio, Rio Grande, Colorado, Hudson.

Look at the map.

Which river is southwest of Cheyenne?

A Ohio
B Hudson
C Colorado
D Mississippi

Correct Answer: C

Explanation of Correct Answer: The correct answer is choice (C) Colorado. The Colorado River is the westernmost river shown on the map and is southwest of Cheyenne. Choices (A), (B), and (D) are incorrect because these rivers are all east of Cheyenne.

Example Item 5

DOK Level: 3

Social Studies Grade 3 Content Domain: Economics

Standard: SS3E4. The student will describe the costs and benefits of personal spending and saving choices.

Daniel wants to buy a new bicycle. He is going to wait until the bicycle he wants is on sale. Which of these is the MAIN reason Daniel is willing to wait?

A He will be able to save money.
B He will have time to borrow money.
C He will have time to buy a bicycle helmet.
D He will be able to choose from more bicycles.

Correct Answer: A

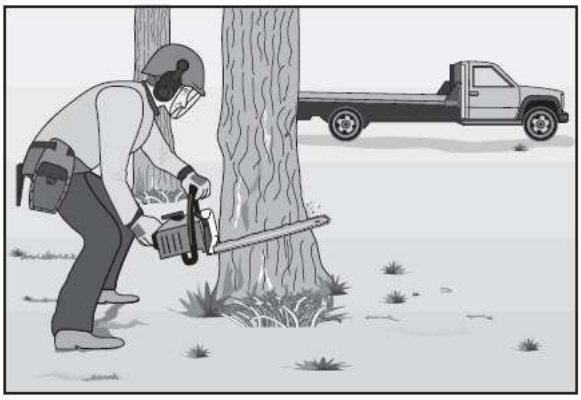
Explanation of Correct Answer: The correct answer is choice (A) He will be able to save money. When the bike goes on sale, it will cost less, so Daniel will save money. Choices (B), (C), and (D) are incorrect because these do not relate to the importance of the bike going on sale.

Social Studies Additional Sample Items

This section has two parts. The first part is a set of 10 sample items for the Social Studies portion of the EOG assessment. The second part contains a table that shows for each item the standard assessed, the DOK level, the correct answer (key), and a rationale/explanation about the key and distractors. The sample items can be utilized as a mini-test to familiarize students with the item formats found on the assessment. **All example and sample items contained in this guide are the property of the Georgia Department of Education.**

Item 1

Look at the picture.



Which of these is a natural resource shown in the picture?

A the saw
B the tree
C the truck
D the worker

Item 2

Which of these is an idea of the ancient Athenians?

A Kings should run the government.
B Women should run the government.
C Citizens should choose their own leaders.
D Citizens should not have to follow any laws.

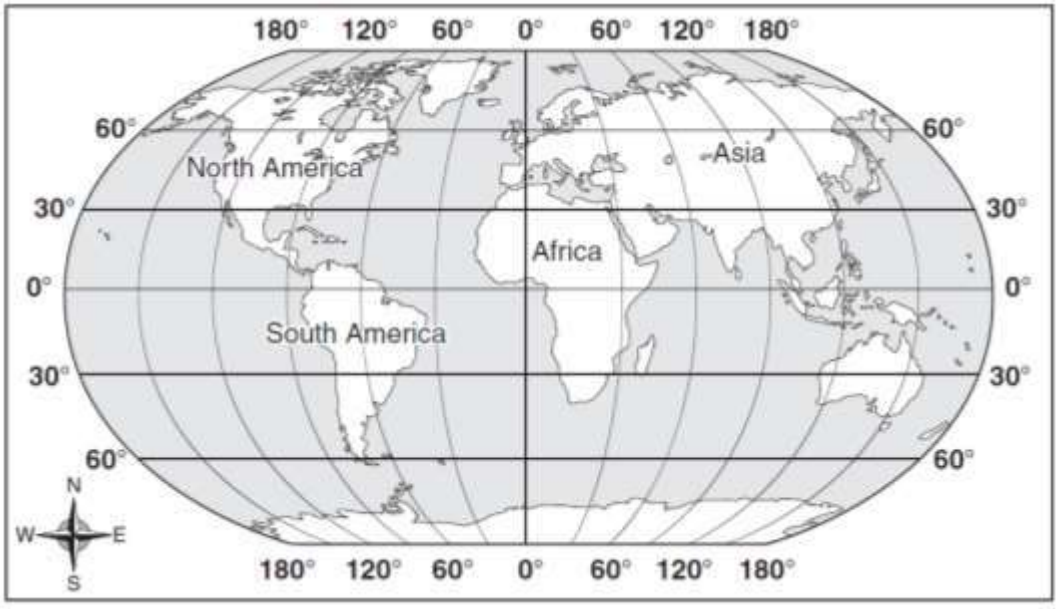
Item 3

Which of these is part of the legislative branch of government?

A a judge
B a governor
C the Congress
D the Supreme Court

Item 4

Look at the map.



The prime meridian runs through which of these continents?

A Asia
B Africa
C North America
D South America

Item 5

What do Mary McLeod Bethune and Eleanor Roosevelt have in common?

A They both worked as doctors.
B They both worked as lawyers.
C They both fought for the rights of people.
D They both were elected to serve in the government.

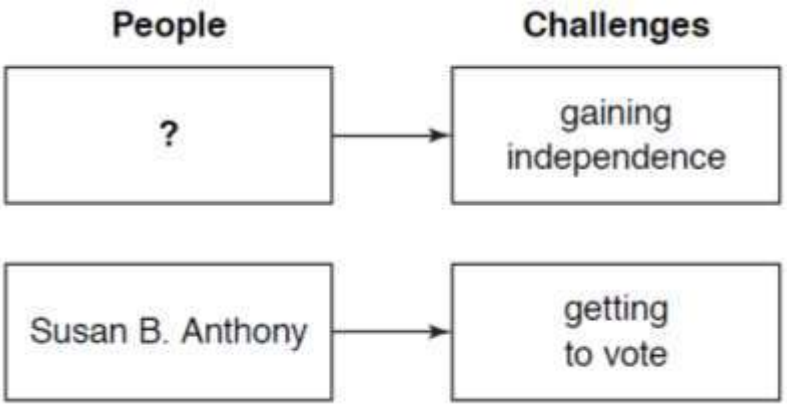
Item 6

Which word BEST describes Franklin D. Roosevelt as he worked to pass laws to help the United States recover from difficult times?

A diligent
B tolerant
C forgiving
D cooperative

Item 7

Look at the chart.



Which of these names belongs in the blank box?

A Paul Revere
B César Chávez
C Eleanor Roosevelt
D Thurgood Marshall

Item 8

Lyndon B. Johnson grew up poor in Texas. How did this experience influence him when he became president of the United States?

A He met with leaders of other countries.
B He honored soldiers who fought in a war.
C He opened schools for children who had few educational opportunities.
D He signed laws that helped people who had few economic opportunities.

Item 9

Look at the picture.

Why does the store owner MOST LIKELY have dog collars and dog treats in her store?

A to give away to her favorite customers
B to use while she washes dogs
C to teach dogs how to sit still
D to sell to her customers

Item 10

Which of these is the job of state government?

A running a grocery store
B opening a local bank
C providing education
D building hospitals

Social Studies Additional Sample Item Keys

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
1	SS3E1a	2	B	The correct answer is choice (B) the tree. A natural resource is a material used by people that comes from nature. Choices (A) and (C) are incorrect because saws and trucks are capital resources. Choice (D) is incorrect because the worker is a human resource.
2	SS3H1b	2	C	The correct answer is choice (C) Citizens should choose their own leaders. The ancient Athenians were the first civilization to practice democracy, the idea that citizens should choose their own leaders. Choice (A) is incorrect because the Athenians wanted citizens to make decisions, not kings. Choice (B) is incorrect because women were not allowed to participate in government. Choice (D) is incorrect because the Athenians believed they should follow laws.
3	SS3CG1b	1	C	The correct answer is choice (C) the Congress. Congress, made up of the Senate and the House of Representatives, is part of the legislative branch of government. Choices (A) and (D) are incorrect because judges and the Supreme Court are part of the judicial branch. Choice (B) is incorrect because governors are part of the executive branch.
4	SS3G1c	2	B	The correct answer is choice (B) Africa. The prime meridian is the vertical line that runs through the Earth at 0 degrees longitude. The map shows that it runs through Africa. Choices (A), (C), and (D) are incorrect because the prime meridian does not run through these continents.
5	SS3H2a	2	C	The correct answer is choice (C) They both fought for the rights of people. Bethune and Roosevelt both campaigned for civil rights and women's rights throughout their lives, and the two became close friends. Choices (A) and (B) are incorrect because neither worked as a doctor or lawyer. Choice (D) is incorrect because although both were active voices during the Franklin D. Roosevelt presidency, neither was elected to public office.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
6	SS3CG2a	2	A	The correct answer is choice (A) diligent. Roosevelt worked tirelessly and with steady effort to pass laws to help the United States during difficult times. Choices (B), (C), and (D) are incorrect because, although they may describe Roosevelt, they do not best describe his efforts to pass laws.
7	SS3H2b	2	A	The correct answer is choice (A) Paul Revere. Revere was a patriot during the American Revolution era, when the colonies faced the challenge of gaining independence from Great Britain. Choices (B), (C), and (D) are incorrect because none of these people faced the challenge of gaining independence.
8	SS3G2c	2	D	The correct answer is choice (D) He signed laws that helped people who had few economic opportunities. Growing up poor in Texas, Johnson had first-hand experience having few economic opportunities, which influenced his desire to help people in similar situations. Choices (A), (B), and (C) are incorrect because these things were not directly related to Johnson's experience growing up poor.
9	SS3E3a	3	D	The correct answer is choice (D) to sell to her customers. Businesses sell products to consumers to make money. Choice (A) is incorrect because the owner cannot make money if she gives products away for free. Choices (B) and (C) are incorrect because the products are used by customers, not the store owner.
10	SS3CG1c	2	C	The correct answer is choice (C) providing education. Public schools are run by state governments. Choices (A), (B), and (D) are incorrect because these are not typical responsibilities of state governments.