

Georgia Milestones

Assessment System



Study/Resource Guide for Students and Parents Grade 3



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

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

Study/Resource Guide

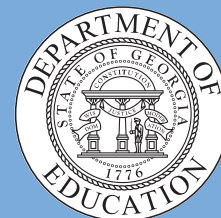


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THE GEORGIA MILESTONES ASSESSMENT SYSTEM



Dear Student,

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

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

Get ready—open this guide—and get started!

HOW TO USE THIS GUIDE

Let's get started!

* **Get it together!**

- This guide
- Pen or pencil
- Highlighter
- Paper



* **Gather materials**

- Classroom notebooks
- Textbooks

* **Study space**

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

* **Study time**

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

* **Study buddy**

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

* **Test-taking help**

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

PREPARING FOR TAKING TESTS

Getting ready!



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

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

Try your best!

OVERVIEW OF THE END-OF-GRADE ASSESSMENT

What is on the End-of-Grade Assessment?

- * English Language Arts (ELA)
- * Mathematics
- * Science
- * Social Studies

TYPES OF ITEMS

- * **Selected-response items**—also called multiple-choice
 - English Language Arts (ELA), Mathematics, Science, and Social Studies
 - There is a question, problem, or statement that is followed by four answer choices.
 - There is only ONE right answer, so read EACH answer choice carefully.
 - Start by eliminating the answers that you know are wrong.
 - Then look for the answer that is the BEST choice.
- * **Constructed-response items**
 - English Language Arts (ELA) and Mathematics only
 - There is a question, problem, or statement but no answer choices.
 - You have to write your answer or work out a problem.
 - Read the question carefully and think about what you are asked to do.
 - In English Language Arts (ELA), go back to the passage to look for details and information.
 - You will be scored on accuracy and how well you support your answer with evidence.
- * **Extended constructed-response items**
 - English Language Arts (ELA) and Mathematics only
 - These are similar to the constructed-response items.
 - Sometimes they have more than one part, or they require a longer answer.
 - Check that you have answered all parts of the question.
- * **Extended writing prompt**
 - English Language Arts (ELA) only
 - There is a question, problem, or statement.
 - You may be asked to do more than one thing.
 - In English Language Arts (ELA), you will be asked to read two passages and then write an essay.
 - You will be scored on how well you answer the question and the quality of your writing.
 - Organize your ideas clearly.
 - Use correct grammar, punctuation, and spelling.
 - Support your answer with evidence from the text.

DEPTH OF KNOWLEDGE

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

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

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

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

Level 1 (Recall of Information)

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

Level 2 (Basic Reasoning)

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

Level 3 (Complex Reasoning)

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

Level 4 (Extended Reasoning)

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

Depth of Knowledge

Level 1—Recall of Information

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

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

Level 2—Basic Reasoning

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

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

Level 3—Complex Reasoning

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

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

Level 4—Extended Reasoning

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

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

ENGLISH LANGUAGE ARTS (ELA)

DESCRIPTION OF TEST FORMAT AND ORGANIZATION

The Grade 3 English Language Arts (ELA) EOG assessment has a total of 60 items.

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

The test will be given in three sections.

- Sections 1 and 2 will be given on Day 1. You may have up to 75 minutes to complete each section.
- Section 3 will be given on Day 2. You will be given a maximum of 90 minutes to complete this section.

CONTENT

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

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

- Reading and Vocabulary
- Writing and Language

There are two kinds of texts—fiction (including stories and poems) and informational text.

There are two kinds of essays—an opinion essay and an informational or explanatory essay.

Students will also write extended constructed responses that use narrative techniques such as completing a story, writing a new beginning, or adding dialogue. (Item 4 on page 29 gives an example of a prompt that requires a narrative response.)

ITEM TYPES

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

ENGLISH LANGUAGE ARTS (ELA) DEPTH OF KNOWLEDGE EXAMPLE ITEMS

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

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

Example Item 1

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

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

Standard: ELAGSE3L1g. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

Read the sentence in the box.

Ashley plays basketball well, but Tina is _____.

Which word BEST completes the sentence?

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

Correct Answer: C

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

Read the article “Island Giants” and answer example items 2 and 3.

Island Giants

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

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

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

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

Example Item 2

DOK Level 2: This is a DOK level 2 item because students must analyze the cause-and-effect structure of the text.

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

Genre: Informational

Standard: ELAGSE3RI1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Which paragraph BEST explains why the number of Galápagos tortoises went down?

- A. paragraph 1
- B. paragraph 2
- C. paragraph 3
- D. paragraph 4

Correct Answer: C

Explanation of Correct Answer: The correct answer is choice (C) paragraph 3. The goats ate the grass, so the tortoises had nothing to eat. Choice (A) is incorrect because this paragraph introduces the animal. Choice (B) is incorrect because this paragraph describes the animal. Choice (D) is incorrect because this paragraph talks about how people helped the tortoises.

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Use details from the passage in your answer. Write your answer on the lines provided.

Scoring Rubric

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

Exemplar Response

Points Awarded	Sample Response
2	The main idea of the passage is that Galápagos tortoises were in trouble, but now they are coming back. The author says that people brought goats to the island, and sailors used tortoises for food. But people also helped the tortoises to come back by taking the goats away. Now there are more than there were 40 years ago.
1	The main idea of the passage is that Galápagos tortoises were in danger, but things are better now for them.
0	The passage is about large tortoises that live on an island.

Example Item 4

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

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

Genre: Informational

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

In this section, you will read two passages about skates. How are roller skates and in-line skates different? You will write an informational piece explaining the ways in which roller skates like Amy's grandmother's skates were different from in-line skates.

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

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

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

The History of Roller Skates

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

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

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

The Skates in the Closet

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

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

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

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

Now that you have read “The History of Roller Skates” and “The Skates in the Closet,” create a plan for and write your informational piece.

WRITING TASK

Think about the ideas in the two passages. Then write an informational piece explaining the ways in which roller skates like Amy’s grandmother’s skates were different from in-line skates.

Be sure to use information from BOTH passages in your informational piece. **Write your answer on the lines provided.**

Before you write, be sure to:

- 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.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages.
- Be sure to identify the passages by title or number when using details or facts directly from the passages.

Now write your informational piece. Be sure to:

- Introduce the topic clearly.
- Use information from the two passages so that your piece includes important details.
- Develop the topic in a clear order, with facts, definitions, and details related to the topic.
- Use linking words to connect ideas.
- Use clear language and vocabulary.
- Have a strong conclusion.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

The following is an example of a seven-point response. See the seven-point, two-trait rubric for a text-based informational response on pages 60 and 61 to see why this example would earn the maximum number of points.

Example of a Seven-Point Response:

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

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

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

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

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

Unit 1: Reading Literary Text

READING PASSAGES: LITERARY TEXT

CONTENT DESCRIPTION

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

Key Ideas and Details

- Ideas and details tell you what the story or poem is about.
- Use these ideas and details when writing or speaking about the story or poem.
- Look for central ideas or themes as you read. Ask yourself—what is this about?
- Think about the characters, setting, and events in the story.
- Summarize the important details and ideas after you read.

Structure of the Text

- Make sure you understand the words and phrases as you read.
- Think about how specific words can help you understand the meaning or tone.
- Look at the structure of stories. Pay attention to how the parts of the text (e.g., a section, chapter, scene, or stanza) work with each other and the story or poem as a whole.
- Think about the point of view or purpose of a text.

Understanding What You Read

- Think about the story and visualize, or make a mental picture, as you read.
- Think about the message or what the writer is trying to say.

KEY TERMS

Summarize: To give the main events of a story in the order in which they happen. (RL2)

Character: A person or thing in a work of literature. Goldilocks is a character in “Goldilocks and the Three Bears.” (RL3)

Setting: Where and when a story takes place, including the time of day, the season, or a location. (RL3)

Plot: The events in the beginning, middle, and end of the story. (RL3)

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

Inference: To infer means to come to a reasonable conclusion based on evidence found in the text.

By contrast, an **explicit** idea or message is stated by the writer. The author tells the readers exactly what they need to know. (RL1)

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

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

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

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

Examples of figurative language are similes and metaphors. **Similes** make comparisons using a linking word such as *like*, *as*, or *than*. (Her shirt was as green as the grass.)

A **metaphor** makes a comparison without a linking word. If someone describes clouds by saying “They were whipped cream,” they are using a metaphor. The clouds looked like whipped cream, but they were not literally whipped cream. (RL4)

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




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

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

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

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

Important Tips

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

Sample Items 1–4

Use this passage to answer questions 1 through 4.

The Red Shell

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

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

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

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

Nina began to cry and hugged a table leg.

“Can you tell me where it is?”

“I don’t remember. I’m sorry.”

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

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

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

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

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

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

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

Item 1

Which word **BEST** describes Sandra at the beginning of the story?

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

Item 2

Which word **BEST** explains the meaning of the word *stormed* in this sentence?

Sandra stormed into the kitchen.

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

Georgia Milestones Grade 3 EOG Study/Resource Guide for Students and Parents

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[illegible]

Unit 2: Reading Informational Text

READING PASSAGES: INFORMATIONAL TEXT

CONTENT DESCRIPTION

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

Key Ideas and Details

- Read closely to know exactly what the text says.
- Look for details that tell what the text is about.
- Use those details when writing or speaking about the text.
- Look for the central ideas in the text.
- Summarize the important details and ideas.
- Think about how ideas develop and work together in the text.

Structure

- Make sure you understand the words in the text.
- Use a dictionary, thesaurus, or glossary to help you with words that are new.
- Look at how the parts of the text work with each other.
- Think about the author's point of view or purpose in the text.

Understanding the Text

- Think about the story and visualize, or make a mental picture, as you read.
- Think about the text and its message.
- Look for details or evidence in the text.

KEY TERMS

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

Details: The facts and ideas that support the main idea of a passage. (RI2)

Summary: A summary contains the most important points but does not give all of the details. (RI2)

Author's Purpose: The author has a specific reason or purpose for writing the passage. Often the author's purpose is not directly stated. (RI3)

Fact and Opinion: A **fact** is a statement that can be proven. An **opinion** is a statement that cannot be proven because it states a writer's belief or judgment about something. Deciding whether or not a statement is a fact or an opinion often comes down to a single question: "Can you prove it?" If you can prove a statement, then it is a fact. If not, it's an opinion. (RI2)




Chronological Order: The order in which a series of events happened. A text that is arranged in order of time from the beginning to the end is in chronological order. (RI5)

Cause and Effect: This is a relationship where one thing causes another thing to happen. A passage may also be organized by stating the **problem and solution**. (RI3)

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

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

Important Tips

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

Sample Items 5–8

Use this passage to answer questions 5 through 8.

Horseshoe Crabs

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

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

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

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

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

Item 5

Which sentence **BEST** shows how horseshoe crabs and birds live together?

- A. Birds eat the horseshoe crabs' eggs, so there are fewer horseshoes.
- B. Horseshoe crabs provide food for the birds by laying eggs.
- C. Horseshoe crabs depend on the birds' eggs for food.
- D. Birds lay their eggs on horseshoe crabs' shells.

Item 6

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

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

Item 7

With which statement would the author **MOST LIKELY** agree?

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

Item 8

What is the main idea of the article?

Use details from the article in your answer. Write your answer on the lines provided.

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Unit 3: Writing Opinion Texts

CONTENT DESCRIPTION

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

Purpose

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

Editing Your Writing

- Check your writing for good organization.
- Make sure your writing fits the task, purpose, and audience.
- Strengthen your writing by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to do research.

Scoring Rubrics

- Scoring rubrics can be found beginning on page 57. You may find it helpful to read and discuss these with a parent or another adult.
- The rubrics show you what is needed to produce a strong piece of writing.
- Rubrics are important to understand. They tell you what to add to your writing.
- Writing on the EOG assessment will be scored using these rubrics.

KEY TERMS

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

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

Purpose: The writer's reason for writing his or her essay or article. All writing has a purpose, whether it is to persuade, inform, explain, or entertain. (W1b)

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

Textual evidence: You need to support your opinions with evidence. Textual evidence includes facts, opinions of experts, quotes, statistics, and definitions. (W1b)





Point of view: The opinion or perspective of the author on a specific topic. (W1c)

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

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

Organization: In writing, the organization helps explain ideas and information more clearly. Writers use transitions to organize information. Also, an entire piece of writing has an organizational structure to it. Writers structure their texts to match their purpose and audience. (W1a)

Important Tips

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

Sample Items 9–12

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

In this section, you will read two passages and answer questions 9 through 12.

WRITING TASK

You will read about the idea of starting the school day earlier. What are the good and bad things about starting earlier? You will write an opinion piece in your own words about this idea.

Think about the ideas in the two passages. Then write an opinion piece explaining which opinion about school starting time you agree with: school should start later or school starting time should stay the same.

Be sure to use information from BOTH passages in your opinion piece. **Write your answer on the lines provided.**

Before you begin planning and writing, you will read two passages and answer three questions about what you have read. As you read the passages, think about what details from the passages you might use in your opinion piece. These are the titles of the passages you will read:

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

School Starts Too Early

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

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

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

Don't Change!

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

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

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

Item 9

Which idea from the first passage explains why students would do a better job with homework if school started later?

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

Item 10

Which statement from "Don't Change!" BEST supports the opinion that starting later is NOT a good thing?

- A. "Some students would probably like the idea."
- B. "There might be little money left. . . ."
- C. "... the school day would be shorter."
- D. "There is an old saying that is very wise."

Item 11

With which sentence would the authors of BOTH articles agree?

- A. Most students become bored with doing their homework.
- B. What is good for students is the most important thing.
- C. Homework is more important than sports activities.
- D. Getting up early is the best thing for all students.

Item 12

Now that you have read “School Starts Too Early” and “Don’t Change!” and answered some questions about what you have read, create a plan for and write your opinion piece.

WRITING TASK

You will read about the idea of starting the school day earlier. What are the good and bad things about starting earlier? You will write an opinion piece in your own words about this idea.

Think about the ideas in the two passages. Then write an opinion piece explaining which opinion about school starting time you agree with: school should start later or school starting time should stay the same.

Be sure to use information from BOTH passages in your opinion piece. **Write your answer on the lines provided.**

Before you write, be sure to:

- 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.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages.
- Be sure to identify the passages by title or number when using details or facts directly from the passages.

Now write your opinion piece. Be sure to:

- Introduce your opinion.
- Support your opinion with reasons and details from the passages.
- Give your reasons and details in a clear order.
- Use words, phrases, and clauses to connect your ideas.
- Have a strong conclusion that supports your opinion.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

Unit 4: Writing Informational/Explanatory Texts

CONTENT DESCRIPTION

The informational/explanatory passages in the English Language Arts test help develop your writing. Informational writing states ideas, summarizes research, and uses information from more than one source.

Text Types and Purposes

- Write informational/explanatory texts to state ideas and information clearly and accurately.
- Use the best details, organize them, and explain them when necessary.

Production and Distribution of Writing

- Produce writing with organization and style that fits the task, purpose, and audience.
- Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to produce and share writing.

Audience, Purpose, and Voice

- As you write, remember who your audience will be.
- Make sure your writing is appropriate. Watch your tone, style, and voice.
- Remember, you are writing for a purpose—think about *what* you are writing and *why*.

Range of Writing

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

Scoring Rubrics

- Scoring rubrics can be found beginning on page 57. You may find it helpful to read and discuss these with a parent or another adult.
- The rubrics show you what is needed to produce a strong piece of writing.
- Rubrics are important to understand. They tell you what to add to your writing.
- Writing on the EOG assessment will be scored using these rubrics.

KEY TERMS

Informational/explanatory texts: A form of writing that informs the reader or explains something. (W2D)

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






Organization: The way in which a piece of writing is structured. Similar ideas and illustrations should be grouped together and the order of the information should make sense. (W2a/W4)

Linking word: A word that links one idea to the next. Writing should not jump from one idea to the next without transitions that guide the reader along. Examples of linking words include *also*, *another*, *and*, *more*, *because*, *therefore*, *since*, and *but*. (W2c)

Conclusion: The end of a piece of writing is the conclusion. The conclusion should sum up the main idea of the writing and provide an overall message for the reader. (W2d)

Technology: Different ways of adding to your writing such as using computers, cameras, or videos. (W6)

Important Tips

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

Sample Items 13–16

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

Read the passage “A Moon Named Titan” and answer questions 13 through 16.

A Moon Named Titan

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

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

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

Item 13

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

- A. Titan goes around the planet Saturn.
- B. Using telescopes, people learned some things about Titan.
- C. . . . Titan has clouds, and it even rains there.
- D. On Titan, though, there is methane in the atmosphere.

Item 14

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

You can see lines in the ice carved by rivers.

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

Item 15

What is one effect of sunlight on Titan?

- A. gases
- B. oceans
- C. rivers
- D. volcanoes

Unit 5: Language

CONTENT DESCRIPTION

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

Language

- You need to express yourself clearly and in an interesting way.
- Choose your words carefully so your readers understand what you are writing.
- Apply the rules of grammar as you write.

Conventions of Standard English

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

Style

- Vary the words you use. Use a dictionary and thesaurus to help you.
- Your writing should be clear and interesting at the same time.
- Use colorful language and different sentence structures.

KEY TERMS

Grammar: The set of rules for language. (L1e)

Usage: Using the correct word when there is a choice (to, too, two). (L1e)

Style: The personality of the writing and how you say things. (L3a)

Context clues: The words, facts, or ideas in a text that explain another word. (L4a)

Word Parts: The prefixes, suffixes, and root words that give clues as to the meaning of words. (L4b)

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

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

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

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

Adverb: A part of speech that describes a verb. Adverbs usually end in *-ly*. *Quietly, thoroughly, frantically, and lovingly* are all adverbs. (L1a)



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

Punctuation: Writing marks that help to separate and clarify ideas. Examples of punctuation are periods, commas, colons, exclamation marks, and question marks. (L2)

Context: Words and phrases that surround another phrase and help to explain its meaning. Sometimes a word cannot be understood without the context of the words and phrases around it. For example, “she sunk it” could mean several things, but the meaning is clear when the full sentence is included: “She threw the basketball up high from midcourt, and she sunk it through the hoop for two points.” (L4a)

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

Important Tips

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

Sample Items 17–20

Item 17

Which sentence uses a plural noun correctly?

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

Item 18

Which sentence has an error in spelling?

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

Item 19

Which sentence uses a possessive noun correctly?

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

Item 20

Which form of the verb BEST completes the sentence?

Last May, Rita _____ a soccer team.

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

ENGLISH LANGUAGE ARTS (ELA) ADDITIONAL SAMPLE ITEM KEYS

Item	Standard/ Element/ Genre	DOK Level	Correct Answer	Explanation
1	ELAGSE3RL3 Literary	2	D	The correct answer is choice (D) sad. She is sad because she is leaving the ocean after a “wonderful” month. She feels as if she has “a hole in her stomach.” Choices (A) and (B) are incorrect because there is no indication that she is either angry or bored in the beginning. Choice (C) is incorrect because even though she runs to the beach, she is sad when she is there.
2	ELAGSE3RL4 Literary	2	C	The correct answer is choice (C) rushed. It shows that Sandra is angry and that she is moving fast, like the wind in a storm. Choice (A) is incorrect because there is nothing that indicates that she fell. Choice (B) is incorrect because there is no connection between jumped and stormed. Choice (D) is incorrect because stormed is more like rushing than walking.
3	ELAGSERL3 Literary	3	N/A	See scoring rubric and sample response on page 52.
4	ELAGSEW3	4	N/A	See scoring rubric beginning on page 58 and sample response on page 53.
5	ELAGSE3RI8 Informational/ Explanatory	2	B	The correct answer is choice (B) Horseshoe crabs provide food for the birds by laying eggs. The passage says that birds eat the eggs and depend on them for survival. Choice (A) is incorrect because the passage mentions that the eggs that are eaten would not have hatched. Choice (C) is incorrect because there is no mention of the crabs eating eggs. Choice (D) is incorrect because sea creatures lay their eggs on horseshoe shells, but birds do not.
6	ELAGSE3RI1 Informational/ Explanatory	2	B	The correct answer is choice (B) After a cut, the blood stops flowing very quickly. Choice (A) is incorrect because though crabs get cut, this doesn't explain why the blood is special. Choice (C) is incorrect because doctors check their tools with it; they don't clean them with it. Choice (D) is incorrect because green color refers to the crab's shell and not its blood.
7	ELAGSE3RI6 Informational/ Explanatory	2	D	The correct answer is choice (D) Horseshoe crabs are unusual animals. The author tells many facts about the crab that are unusual. Choice (A) is incorrect because the crabs are helpful and not dangerous. Choice (B) is incorrect because the crabs are funny-looking and not beautiful. Choice (C) is incorrect because although their eggs get eaten, the author does not say the crabs are eaten.

Item	Standard/ Element/ Genre	DOK Level	Correct Answer	Explanation
8	ELAGSE3RI2 Informational/ Explanatory	3	N/A	See scoring rubric and sample response on page 54.
9	ELAGSE3RI1 Informational/ Explanatory	2	C	The correct answer is choice (C) “. . . they wouldn’t be as tired at night.” Choice (A) is incorrect because it makes no logical sense. Choice (B) is incorrect because the author makes no connection between being interested in classes and doing homework. Choice (D) is incorrect because there is no logical connection made between homework and half the students coming at a different time.
10	ELAGSE3RI2 Informational/ Explanatory	2	C	The correct answer is choice (C) “. . . the school day would be shorter.” The author mentions that a later start time might mean a shorter day, which would not be good. Choice (A) is incorrect because the author immediately follows it with “But that doesn’t mean it’s right.” Choice (B) is incorrect because “There might be little money left” refers to making the school day longer and not starting later. Choice (D) is incorrect because this statement has no connection to the opinion.
11	ELAGSE3RI9 Informational/ Explanatory	3	B	The correct answer is choice (B) What is good for students is the most important thing. Both arguments talk about what is best for the students. Choice (A) is incorrect because neither author makes this claim. Choice (C) is incorrect because neither author implies that one nor the other is more important. Choice (D) is incorrect because only one author makes this claim.
12	ELAGSE3W1	4	N/A	See scoring rubric on pages 62 and 63 and sample response on page 55.
13	ELAGSE3RI1 Informational/ Explanatory	2	C	The correct answer is choice (C) “. . . Titan has clouds, and it even rains there.” This fact is true of Earth as well. Choices (A) and (D) are incorrect because these facts are not true about Earth. Choice (B) is incorrect because the people using telescopes would be on Earth and not on Titan.
14	ELAGSE3RI4 Informational/ Explanatory	2	B	The correct answer is choice (B) cut. Marks would appear from water slicing, or cutting, through ice. Choices (A), (C), and (D) are incorrect because crossed, hidden, and smoothed are not supported by the idea of something that carved itself in ice.

Item	Standard/ Element/ Genre	DOK Level	Correct Answer	Explanation
15	ELAGSE3RI8 Informational/ Explanatory	2	C	The correct answer is choice (C) rivers. Rivers result from sunlight interacting with methane in the atmosphere to create rain. Choice (A) is incorrect because the author does not say that the sun creates gases. Choice (B) is incorrect because the author makes no connection between a possible ocean and sunlight. Choice (D) is incorrect because although there may be a volcano it is not caused by sunlight.
16	ELAGSE3RI2 Informational/ Explanatory	3	N/A	See scoring rubric and sample response on page 56.
17	ELAGSE3L1b	2	B	The correct answer is choice (B) Roger thinks dogs are better pets than mice. "Mice" is the plural form of "mouse." Choice (A) is incorrect because "children" is the plural form of "child." Choice (C) is incorrect because "teeth" is the plural form of "tooth." Choice (D) is incorrect because "deer" is the plural form of "deer."
18	ELAGSE3L2e	2	C	The correct answer is choice (C) They need to repace the broken desk. In Choices (A), (B), and (D), all words are spelled correctly.
19	ELAGSE3L2d	2	B	The correct answer is choice (B) Sarah borrowed her brother's mittens. "Brother" is singular in this case. Choice (A) is incorrect because "parrot" is a singular noun, so the form should be "parrot's." Choice (C) is incorrect because "school" is a singular noun, so the correct form is "school's." Choice (D) is incorrect because "teams" is plural, so the form should be "teams'."
20	ELAGSE3L1e	2	D	The correct answer is choice (D) joined. "Last May" is a specific time in the past. Choice (A) is incorrect because "will join" is in the future. Choice (B) is incorrect because "joins" is simple present to express future. Choice (C) is incorrect because "has joined" refers to a time connected to the present, such as "this week."

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

Item 3

Scoring Rubric

Points	Description
2	<p>The exemplar shows a full-credit response. It achieves the following:</p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to describe 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	<p>The exemplar shows a 1-point response. It achieves the following:</p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to describe 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	<p>The exemplar shows a response that would earn no credit. It achieves the following:</p> <ul style="list-style-type: none"> • Gives no evidence of the ability to describe and compare characters in a story or to explain the support for a comparison

Exemplar Response

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

Item 4

To view the four-point rubric for a narrative response, see pages 58 and 59.

Exemplar Response

Points Awarded	Sample Response
4	<p>Sandra asked Nina, “Why did you want the shell?”</p> <p>Nina thought for a moment. “Because it’s pretty. And...”</p> <p>“And?” said Sandra.</p> <p>“It’s something you like.”</p> <p>“Is that why you kept the box and the drawing?”</p> <p>Nina looked surprised for a moment. Then she smiled shyly.</p> <p>“You know what?” said Sandra. “I kept the shell because it reminded me of the beach. I loved being there.”</p> <p>“That’s why I kept those things,” said Nina. “They remind me of you.”</p> <p>That made Sandra feel like crying. She hugged her sister for a long time.</p>
3	<p>Sandra asked Nina, “Why did you want the shell?”</p> <p>“Because it reminded me of you,” said Nina.</p> <p>“I kept the shell because it reminded me of the beach,” said Sandra. “Now we can remember it together.”</p>
2	<p>Sandra asked Nina, “Why did you want the shell?”</p> <p>“It’s pretty, like the beach,” said Nina.</p> <p>“Now we can remember it together,” said Sandra.</p>
1	<p>Sandra asked Nina, “Why did you want the shell?”</p> <p>“It’s pretty, like the beach,” said Nina</p>
0	<i>The response is completely irrelevant or incorrect, or there is no response.</i>

Item 8

Scoring Rubric

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

Exemplar Response

Points Awarded	Sample Response
2	The main idea of the passage is that horseshoe crabs provide help for many different animals and also people. They provide food for birds and homes for other sea animals.
1	The main idea of the passage is that horseshoe crabs provide help for a lot of different animals.
0	The passage is about horseshoe crabs.

Item 12

The following is an example of a seven-point response. See the seven-point, two-trait rubric for a text-based opinion response on pages 62 and 63 to see why this example would earn the maximum number of points.

Example of a Seven-Point Response:

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

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

Item 16

Scoring Rubric

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

Exemplar Response

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

ENGLISH LANGUAGE ARTS (ELA) WRITING RUBRICS

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

Four-Point Holistic Rubric

Genre: Narrative

A holistic rubric evaluates one major feature, which is ideas. On the Georgia Milestones EOG assessment, a holistic rubric is scored from zero to four. Each point value represents the difference in the levels or quality of the student's work. To score an item on a holistic rubric, the scorer 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: Opinion or Informational/Explanatory

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

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

Four-Point Holistic Rubric

Genre: Narrative

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

Four-Point Holistic Rubric

Genre: Narrative (continued)

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

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

Seven-Point, Two-Trait Rubric

Trait 1 for Informational/Explanatory Genre

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

Seven-Point, Two-Trait Rubric

Trait 2 for Informational/Explanatory Genre

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

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

Seven-Point, Two-Trait Rubric

Trait 1 for Opinion Genre

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

Seven-Point, Two-Trait Rubric

Trait 2 for Opinion Genre

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

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

ACTIVITY

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

Standards: ELAGSE3.RL.1, ELAGSE3.RL.2, ELAGSE3.RL.3, ELAGSE3.RL.4, ELAGSE3.RL.5, ELAGSE3.RL.6, ELAGSE3.RL.7, ELAGSE3.RL.9 and ELAGSE3.W.3

Create a Story

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

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

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

Tell a Story through Characters

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

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

ACTIVITY

The following activity develops skills in Unit 5: Language.

Standards: ELAGSE3.L.1a-i

This activity is based on the card game “Go Fish.”

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

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

nouns

verbs

adjectives

adverbs

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

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

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

MATHEMATICS

DESCRIPTION OF TEST FORMAT AND ORGANIZATION

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

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

The test will be given in two sections.

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

CONTENT

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

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

- Operations and Algebraic Thinking
- Number and Operations
- Measurement and Data
- Geometry

ITEM TYPES

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

MATHEMATICS DEPTH OF KNOWLEDGE EXAMPLE ITEMS

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

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

Example Item 1

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

Mathematics Grade 3 Content Domain: Measurement and Data

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

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

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

Correct Answer: A

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

Example Item 2

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

Mathematics Grade 3 Content Domain: Operations and Algebraic Thinking

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

Part A: Solve.

$$60 \times 7 = \square$$

Part B: Explain each step you used to solve the problem.

<hr/> <hr/> <hr/> <hr/>

Correct Answer: 420

Example of Correct Answer: The answer is 420. Another way to look at this is as repeated addition using multiples of ten. Seven groups of 6 tens is the same as $60 + 60 + 60 + 60 + 60 + 60 + 60$, or 420. OR, this is the same as $6 \times 7 \times 10$, which is 42×10 or 420.

Scoring Rubric

Points	Description
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • Response demonstrates a complete understanding of multiplying one-digit numbers by multiples of ten. • Give two points for the correct answer and a complete, correct explanation of using a strategy based on place value or properties of operations to show how the answer was calculated. <ul style="list-style-type: none"> • Response is correct and complete. • Response shows application of a reasonable and relevant strategy. • Mathematical ideas are expressed coherently through a clear, complete, logical, and fully developed response using words, calculations, and/or symbols, as appropriate.
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • Response demonstrates a partial understanding of multiplying one-digit numbers by multiples of ten. • Give one point for the correct answer but a partially correct explanation shown OR a correct explanation with a calculation error. <ul style="list-style-type: none"> • Response is mostly correct, but contains either a computational error or an unclear or incomplete explanation. • Response shows application of a relevant strategy, though it may be only partially applied or remain unexplained. • Mathematical ideas are expressed only partially using words, calculations, and/or symbols, as appropriate.
0	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates no understanding of multiplying one-digit numbers by multiples of ten. <ul style="list-style-type: none"> • Response is incorrect. • Response shows no application of a strategy. • Mathematical ideas cannot be interpreted or lack sufficient evidence to support even a limited understanding.

Exemplar Response

Points Awarded	Sample Response
2	<p>The answer is 420.</p> <p>AND</p> <p>To calculate the answer use repeated addition. Seven groups of 6 tens is the same as 60 and 60 and 60 and 60 and 60 and 60 and 60, or 420.</p> <p><i>OR other valid process</i></p>
1	<p>The answer is 420.</p> <p>OR</p> <p>Seven groups of 6 tens is the same as 60 and 60 and 60 and 60 and 60 and 60 and 60.</p> <p><i>OR other valid process</i></p>
0	<p><i>Response is irrelevant, inappropriate, or not provided.</i></p>

Example Item 3

DOK Level 3: This is a DOK level 3 item because it asks students to create a word problem using an existing equation, solve the problem, and write an explanation of how their word problem matches the equation. This is an open-ended problem with more than one correct answer.

Mathematics Grade 3 Content Domain: Operations and Algebraic Thinking

Standard: MGSE3.OA.3. 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.¹² [†]See Glossary: *Multiplication and Division Within 100*.

This number sentence represents a word problem.

$$32 \div \square = 8$$

Part A: Use the number sentence to write a story word problem.

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Part B: Solve the problem.

Solution: _____

Part C: Write the number sentence using numbers and symbols.

Number Sentence: _____

Part D: Explain how your word problem and its solution match the number sentence.

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There are no vertical margin lines, and the page is completely blank except for the lines themselves.

Scoring Rubric

Points	Description
4	<p>The response achieves the following:</p> <ul style="list-style-type: none"> The response demonstrates a complete understanding of using multiplication and division to solve word problems by using drawings and equations. Give four points if student response includes a word problem AND its correct solution AND a number sentence AND provides a clear understanding of how the word problem and solution match the number sentence. <ul style="list-style-type: none"> Response is correct and complete. Response shows application of a reasonable and relevant strategy. Mathematical ideas are expressed coherently through a clear, complete, logical, and fully developed response using words, calculations, and/or symbols, as appropriate.
3	<p>The response achieves the following:</p> <ul style="list-style-type: none"> The response demonstrates a good understanding of using multiplication and division to solve word problems by using drawings and equations. Give three points if student response indicates an error in the word problem, solution, or explanation OR one part is incomplete. <ul style="list-style-type: none"> Response is mostly correct, but contains either a computational error or an unclear or incomplete explanation. Response shows application of a relevant strategy, though it may be only partially applied or remain unexplained. Mathematical ideas are expressed only partially, using words, calculations, and/or symbols, as appropriate.
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"> The response demonstrates a partial understanding of using multiplication and division to solve word problems by using drawings and equations OR two parts are incomplete. Give two points if student response indicates two errors in the word problem, solution, or explanation. <ul style="list-style-type: none"> Response is only partially correct. Response shows application of a relevant strategy, though it may be only partially applied or remain unexplained. Mathematical ideas are expressed only partially, using words, calculations, and/or symbols, as appropriate.
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"> The response demonstrates a limited understanding of using multiplication and division to solve word problems by using drawings and equations. Give one point if student response indicates three errors in the word problem, solution, or explanation OR all three parts are incomplete. <ul style="list-style-type: none"> Response is only partially correct. Response shows incomplete or inaccurate application of a relevant strategy. Mathematical ideas are expressed only partially, using words, calculations, and/or symbols, as appropriate.

Points	Description
0	<p>The response achieves the following:</p> <ul style="list-style-type: none"> The response demonstrates no understanding of using multiplication and division to solve word problems by using drawings and equations. Response is incorrect. Response shows no application of a strategy. Mathematical ideas cannot be interpreted or lack sufficient evidence to support even a limited understanding.

Exemplar Response

Points Awarded	Sample Response
4	<p>There were 32 guests at a party. They were asked to sit at some tables. The guests sat 8 to a table. How many tables were at the party?</p> <p><i>OR other valid word problem</i></p> <p>AND</p> <p>There were 4 tables at the party.</p> <p>AND</p> <p>$32 \div 8 = 4$</p> <p><i>OR other equivalent number sentence</i></p> <p>AND</p> <p>The first number, 32, in the word problem is the total amount, or the total number of people. The total is divided into an unknown number of equal groups, or the number of tables. The number in each group, or the number of people at each table, is 8. After 32 people sat at 4 tables, there were 8 people at each table.</p> <p><i>OR other valid process or explanation</i></p>
3	<p>There were 32 guests at a party. They were asked to sit at some tables. The guests sat 8 to a table. How many tables were at the party?</p> <p>AND</p> <p>There were 4 tables at the party.</p> <p>AND</p> <p>$32 \div 8 = 4$</p> <p><i>OR other equivalent number sentence</i></p>

Points Awarded	Sample Response
2	There were 32 guests at a party. How many tables were at the party? <i>OR other valid word problem</i> AND There were 4 tables at the party. AND $32 \div 8 = 4$ <i>OR other equivalent number sentence</i>
1	There were 4 tables at a party. How many guests could sit at the tables? <i>OR other valid explanation</i>
0	<i>Response is irrelevant, inappropriate, or not provided.</i>

MATHEMATICS CONTENT DESCRIPTION AND ADDITIONAL SAMPLE ITEMS

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

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

CONTENT DESCRIPTION

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

Unit 1: Numbers and Operations in Base Ten

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

KEY TERMS

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

A number can be **rounded** to the nearest ten or hundred. Use a number line to see which multiple of 10 or 100 the given number is closest to. (NBT.1)

Add and **subtract** whole numbers up to 1000 using strategies, including models such as Base Ten blocks and the properties of operations. (NBT.2)

Properties of Operations:

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

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

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

Use the information recorded on picture and bar graphs to answer questions such as “How many more people have a cat as a pet than a dog?” (MD.3)

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

Important Tip

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

Sample Items 1–4

Item 1

There are 461 books in the library.

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

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

Item 2

Solve.

$$724 + 152 = \square$$

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

Item 3

Part A: Solve.

$$571 - 324 = \square$$

Part B: Explain the strategy you used to solve the problem.

[illegible]

Item 4

Part A: Measure the length of each line segment to the nearest quarter inch.

A _____ Measurement =

B _____ Measurement =

C _____ Measurement =

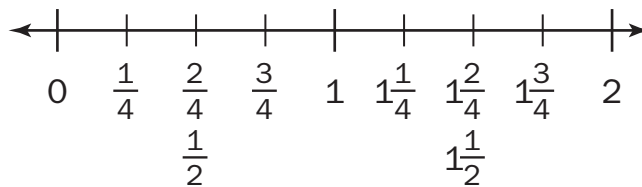
D _____ Measurement =

E _____ Measurement =

F _____ Measurement =

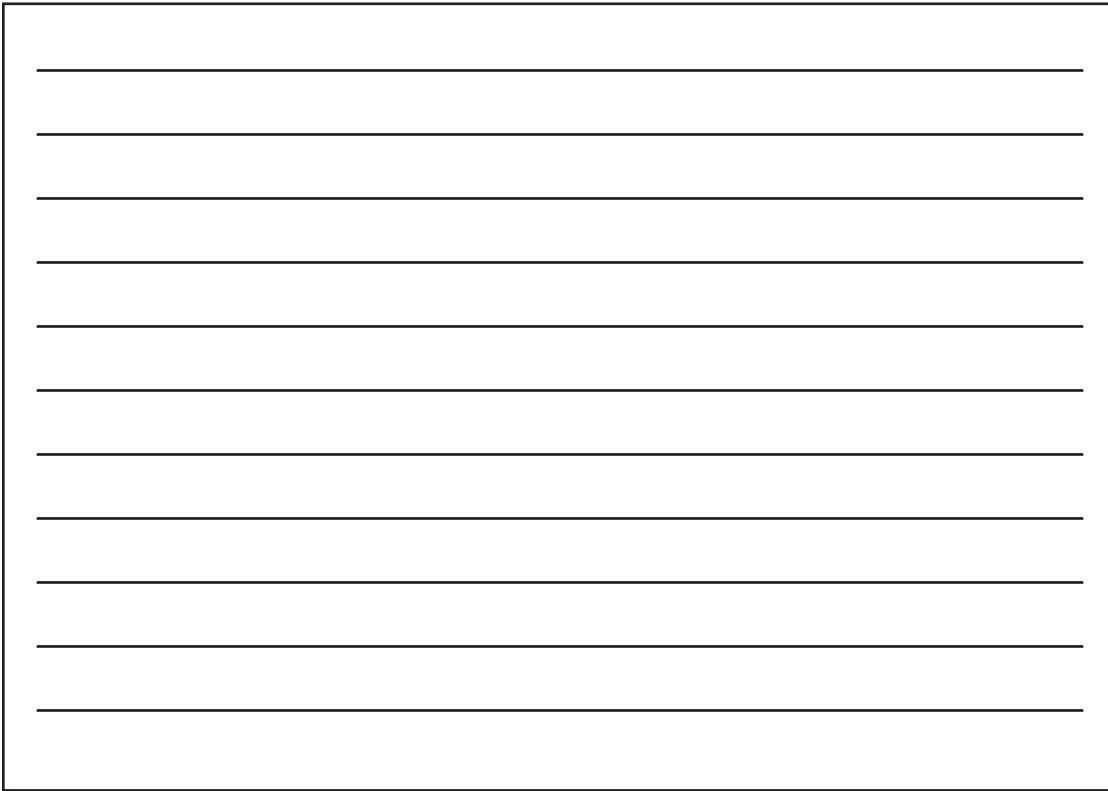


Part B: Display the length data from part A on this line plot.



What do the fractions under the number line in the plot represent?

Part C: Describe how to show the length data on the line plot.



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

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

KEY TERMS

Multiplication is used to find the total number of objects in a set of equal groups. For example, 3 groups of 4 objects have a total of 12 objects. (OA.1)

Division is used to partition or break apart the total number of objects into a number of groups or into groups of a specific size. For example, 12 objects divided into 4 groups have 3 objects in each group, or 12 objects divided into groups of 4 will create 3 groups. (OA.2)

Models can be used to represent multiplication and division equations. Use **equal groups**, **arrays**, or **measurements** to solve the equations. (OA.3)

Use the relationship between three numbers in an equation to find the value of the **unknown** number. Use the given information to create a visual representation using arrays, counters, or drawings of groups and find the missing value that makes the equation true. (OA.4)


Properties of Operations:

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

There is a **relationship between multiplication and division**. Both operations relate equal groups of objects to a total number of objects. A multiplicative equation can be rewritten as a divisional equation. For example, $5 \times 6 = 30$ and $30 \div 5 = 6$. (OA.6)

Knowing the product of two one-digit numbers can help in multiplying one-digit numbers by a **multiple of 10**. For example, 3 groups of 2 has a product of 6, 3 groups of 20 has a product of 60. (NBT.3)

Important Tip

 Equations can use symbols, letters, empty boxes, or even question marks to represent an unknown number. In a multiplicative equation, the unknown number might be the product or one of the factors. In a divisional equation, the unknown number might be the dividend, divisor, or quotient.

Sample Items 5–8**Item 5**

Look at the problem.

$$42 \div 6 = \square$$

Which number sentence will help solve this problem?

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

Item 6

Solve.

$$14 \times 7 = \square$$

- A. 2
- B. 21
- C. 78
- D. 98

Item 7

Look at the number sentence.

$$8 \times \square = 64$$

What number belongs in the \square to make this number sentence TRUE?

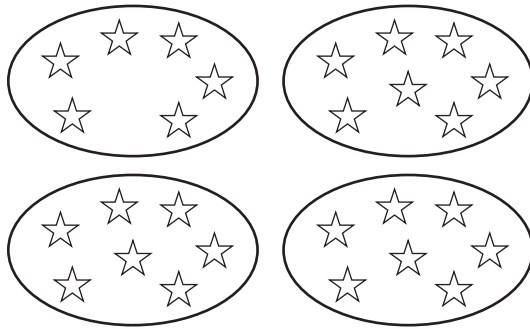
- A. 8
- B. 9
- C. 56
- D. 72

Item 8

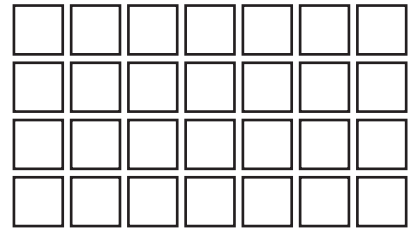
A bookshelf has 4 shelves. Max puts 7 books on each shelf.

Part A: Which drawing correctly shows how many books Max put on the shelf altogether? Explain how you know.

Drawing A



Drawing B



Part B: Which number sentence did you use to solve this problem?

--

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

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

KEY TERMS

Use drawings, counters, or other tools to model a **word problem** involving **two steps**. Then write an **equation** to represent the problem. Use a **letter** such as x to represent an **unknown number** in the equation. Use the four operations to solve the problem. (OA.8)

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

Identify arithmetical patterns found in any set of equations by looking at the change, likeness, or difference in the solutions. Arithmetic patterns can also be found in the **addition table** or **multiplication table**. Use properties of operations to explain the patterns. (OA.9)


Area: The size of a plane shape. (MD.5)

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

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

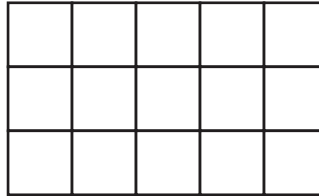
A rectangle covered with square unit tiles will create an **array** of rows and columns that are equal to the length and width of the shape. The total number of tiles in the array can be found using repeated **addition** or **multiplication**. (MD.7)


Important Tip

 A letter can stand for the unknown in many different equations. A letter such as x will not be equal to the same number every time. The value of an unknown number depends on the problem.

Sample Items 9–13**Item 9**

The diagram represents the floor of a rectangular garage.



KEY	
	= 1 square meter

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

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

Item 10

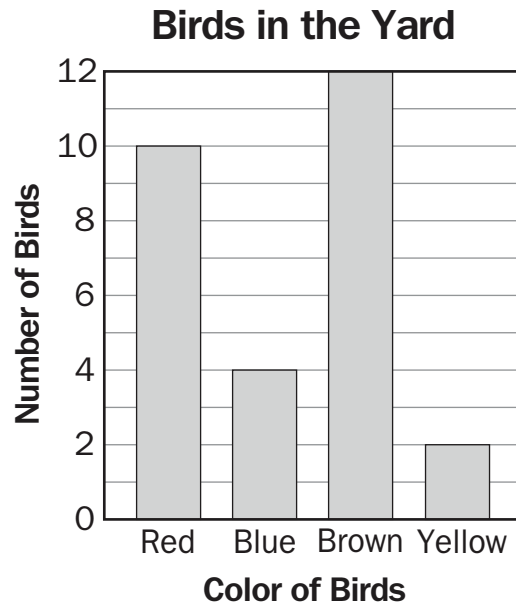
Pam had 3 bags of marbles. There were 6 marbles in each bag. Pam gave 5 marbles to her friend.

How many marbles did Pam have left?

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

Item 11

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



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

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Item 12

Study the hundreds chart.

Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Describe **FOUR** patterns found in this hundreds chart.

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Item 13



























Miss Kelly's class collected data about favorite pets. The tally chart shows the data.

















Favorite Pets in Miss Kelly's Class	
Dog	
Cat	
Fish	
Bird	














If each smiley face represents two students, which picture graph correctly shows the data from this tally chart?
















 = 2 students

- A.

Pets	
Dog	       
Cat	         
Fish	     
Bird	 
- B.

Pets	
Dog	   
Cat	   
Fish	     
Bird	 
- C.

Pets	
Dog	   
Cat	    
Fish	  
Bird	
- D.

Pets	
Dog	    
Cat	    
Fish	  
Bird	 

Unit 4: Geometry

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

KEY TERMS

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

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

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

Shapes are put into **categories** with other shapes that have the same attributes. A shape can belong to more than one category. For example, a shape with 2 long sides and 2 short sides can be placed in the rectangle and quadrilateral categories. (G.1)

Shapes can be **partitioned** or divided into parts that have equal areas. Each part is the same size and represents a fraction of the whole shape. (G.2)

Area: The size of a plane shape in square units. (MD.7)

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



The area of a shape can be measured by covering the surface with square unit tiles. The tiles cannot **overlap** each other or leave **gaps**. The total number of squares used to cover the shape is equal to the area of the shape. (MD.7)

A rectangle covered with square unit tiles will create an **array** of rows and columns that are equal to the length and width of the shape. The total number of tiles in the array can be found using repeated **addition** or **multiplication**. (MD.7)

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

The perimeter of a shape can be found by **adding** the length of all its sides. The length of an **unknown** side can be found if all other side lengths are given along with the perimeter, using an equation with a letter or symbol for the unknown value. (MD.8)

Important Tips

-  Use the attributes of a shape to determine its category. Shapes can be turned and may appear different, but that does not change their shape.
-  Shapes may belong to more than one category. For example, a rectangle can be in the quadrilateral category and the parallelogram category, because it shares attributes with both categories.

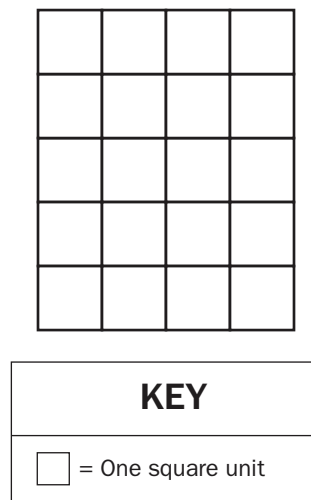
Sample Items 14–16**Item 14**

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

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

Item 15

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



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

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

Item 16

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

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

Unit 5: Representing and Comparing Fractions

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

KEY TERMS

Fraction: A number used to represent equal parts of a whole. (NF.1)

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

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

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

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

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

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

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

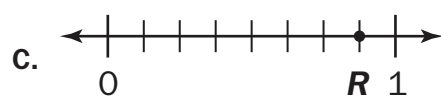
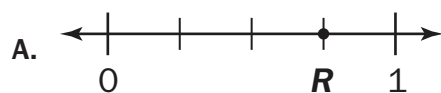
Important Tips

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

Sample Items 17–20

Item 17

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



Item 18

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

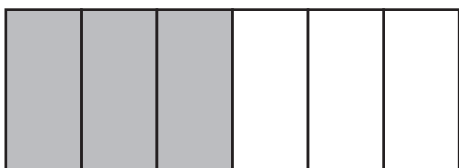


Which fraction is equivalent to $\frac{1}{2}$?

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



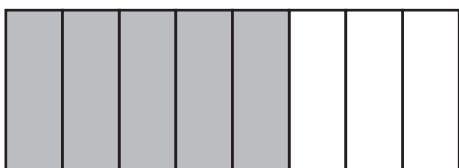
B. $\frac{3}{6}$



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

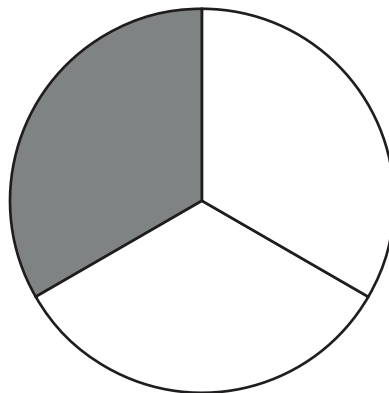


D. $\frac{5}{8}$



Item 19

Look at the circle.

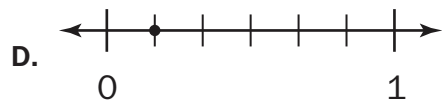
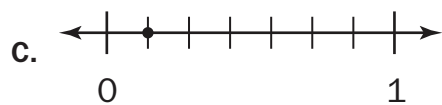
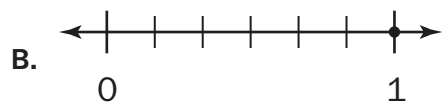
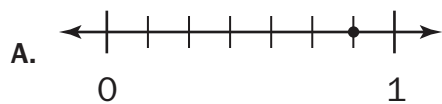


Which fraction represents the SHADED part of this circle?

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

Item 20

Which number line BEST shows the fraction $\frac{1}{6}$?



Unit 6: Measurement

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

KEY TERMS

Tell and **write time** to the nearest minute, using a digital or analog clock. (MD.1)

Elapsed time: The time interval or amount of time an event takes. (MD.1)

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

Estimate liquid volume and mass of objects. Then **measure** liquid volume and mass using drawings of a beaker, scale, or other measurement tools. (MD.2)



Length: Distance of an object from one end of the object to the other end of the object.

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

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

Use the four operations to solve problems involving liquid volume and mass with the same units of measure. For example, 15 grams of flour added to 12 grams of sugar will result in a total of 27 grams all together. (MD.2)

Important Tips

-  When solving problems involving liquid volume and mass, all measurements must be in the same unit.
-  Determine the intervals on measurement scales before measuring a mass or liquid volume. Measurement tools can use different intervals; for example, one beaker may use intervals of 5 liters and another container may use intervals of 2 liters.

Sample Items 21–24

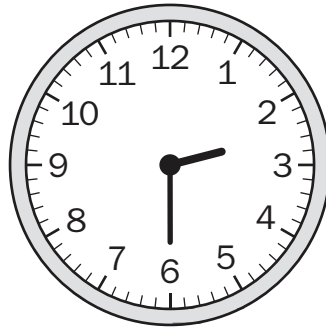
Item 21

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

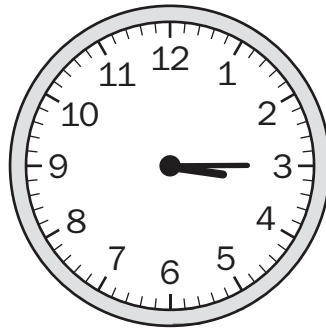
- A. 2 liters
- B. 20 liters
- C. 200 liters
- D. 2,000 liters

Item 22

Sara began her swim lesson at this time.



She ended her swim lesson at this time.

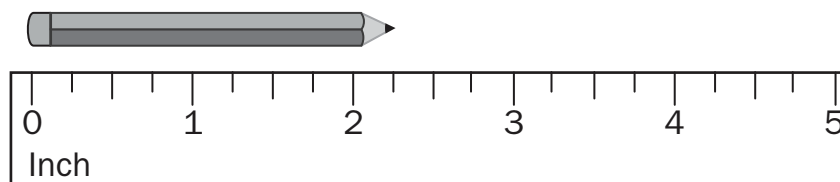


How long was her swim lesson?

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

Item 23

Look at this pencil and ruler.



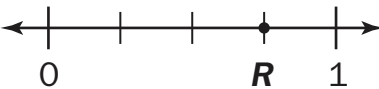
What is the length of the pencil to the nearest quarter inch?

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

MATHEMATICS ADDITIONAL SAMPLE ITEM KEYS

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
1	MGSE3.NBT.1	2	D	The correct answer is choice (D) 500. To round to the nearest hundred, the value of the digit in the tens place needs to be evaluated. If the digit in the tens place is 5 or greater, the digit in the hundreds place rounds up to the greater hundred. Choice (A) is incorrect because it is the result of rounding down to the lesser hundred. Choice (B) is incorrect because it shows rounding to the nearest ten, not to the nearest hundred. Choice (C) is incorrect because it incorrectly shows rounding to the nearest ten.
2	MGSE3.NBT.2	2	C	The correct answer is choice (C) 876. Choice (A) is incorrect because the one hundred of 152 was not added. Choice (B) is incorrect because the ones place was added incorrectly. Choice (D) is incorrect because the digits were incorrectly aligned and the digits were added from the outside in—7 with 2, 2 with 5, and 4 with 1.
3	MGSE3.NBT.2	2	N/A	See scoring rubric and sample response beginning on page 106.
4	MGSE3.MD.4	3	N/A	See scoring rubric and sample response beginning on page 108.
5	MGSE3.OA.6	2	A	The correct answer is choice (A) $6 \times \square = 42$. Multiplication is the inverse operation of division. Choices (B), (C), and (D) are incorrect because they will not help solve this division problem.
6	MGSE3.OA.5	2	D	The correct answer is choice (D) 98. The product of 14 times 7 requires regrouping to the tens place. Choice (A) is not correct because 2 is the answer using the operation of division. Choice (B) is incorrect because 21 is the answer using the operation of addition. Choice (C) is incorrect because the factors were incorrectly multiplied; regrouping of the tens was not used.
7	MGSE3.OA.4	2	A	The correct answer is choice (A) 8. The number in the box is the factor that when multiplied by 8 equals 64. Choice (B) is incorrect because when 8 is multiplied by 9, the product is 72. Choice (C) is incorrect because 56 is the answer when 8 is subtracted from 64. Choice (D) is incorrect because 72 is the answer when 8 is added to 64.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
8	MGSE3.OA.3	2	N/A	See scoring rubric and sample response beginning on page 112.
9	MGSE3.MD.6	1	B	The correct answer is choice (B) 15 square meters. There are 3 rows of 5 squares. Choice (A) is incorrect because it is the answer to adding two side lengths. Choice (C) is incorrect because it adds the outside squares. Choice (D) is incorrect because it would mean an extra row of squares was added to the rectangle.
10	MGSE3.OA.8	2	A	The correct answer is choice (A) 13 marbles. First, 3 groups of 6 were multiplied to find a total of 18 marbles. Then 5 marbles were subtracted from the total. Choice (B) is incorrect because the answer is found by adding 3, 6, and 5. Choice (C) is incorrect because after the total number of marbles in the three bags was found, 5 marbles needed to be subtracted from the product. Choice (D) is incorrect because after the total number of marbles in the three bags was found, the 5 marbles needed to be subtracted from, not added to, 18.
11	MGSE3.MD.3	2	N/A	See scoring rubric and sample response on page 114.
12	MGSE3.OA.9	3	N/A	See scoring rubric and sample response beginning on page 115.
13	MGSE3.G.1	1	B	The correct answer is choice (B) square. A square is a quadrilateral, a polygon with four sides, and all of the sides have the same length. Choices (A) and (C) are incorrect because all sides are not equal. Choice (D) is incorrect because it is not a quadrilateral.
14	MGSE3.MD.3	2	C	The correct answer is choice (C). Each smiley face correctly represents 2 students. Choice (A) is incorrect because each smiley face needs to represent 2 students, not 1 student. Choices (B) and (D) are incorrect because the smiley faces incorrectly represent the tally marks.
15	MGSE3.MD.7	2	C	The correct answer is choice (C) 5×4 . This expression shows that the area of the rectangle is the product of the length and width. Choice (A) is incorrect because it shows an addition problem. Choice (B) is incorrect because it shows an incorrect equation. Choice (D) is incorrect because it shows how to find the figure's perimeter, not area.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
16	MGSE3.G.2	2	A	The correct answer is choice (A) $\frac{1}{4}$ square foot. The whole area of 1 foot is divided into 4 equal parts, so each part is $\frac{1}{4}$ of the whole area. Choice (B) is incorrect because it is the area of the parts Sam does not use. Choice (C) is incorrect because it is the sum of the whole and the part. Choice (D) is incorrect because it is the product of the whole area and 4.
17	MGSE3.NF.2b	1	A	The correct answer is choice (A)  . The number line is divided into fourths, and the point is located on the third of the four division lines. Choice (B) is incorrect because the point is located at $\frac{2}{6}$. Choice (C) is incorrect because the point is located at $\frac{7}{8}$. Choice (D) is incorrect because the point is located at $\frac{1}{3}$.
18	MGSE3.NF.3a	2	B	The correct answer is choice (B) $\frac{3}{6}$. The shaded value of $\frac{3}{6}$ is equal to the shaded value of $\frac{1}{2}$. Choices (A), (C), and (D) are incorrect because the shaded value in each rectangle is not equal to the shaded value of $\frac{1}{2}$.
19	MGSE3.NF.1	2	A	The correct answer is choice (A) $\frac{1}{3}$. The circle is divided into three equal parts, represented by the denominator of 3. There is one shaded part, represented by the numerator of 1. Choice (B) is incorrect because the circle shows 1 part shaded, not 2. Choices (C) and (D) are incorrect because these fractions represent a whole divided into 4 parts, not 3.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
20	MGSE3.NF.2ba	1	D	The correct answer is choice (D). It shows the number line partitioned into sixths and the first division plotted with a point to show $\frac{1}{6}$. Choice (A) is incorrect because the number line is partitioned into sevenths. Choice (B) is correctly partitioned into sixths but the choice is incorrect because the point is incorrectly plotted and shows one. Choice (C) is incorrect because the number line is partitioned into sevenths, so the plotted point shows $\frac{1}{7}$.
21	MGSE3.MD.2	2	C	The correct answer is choice (C) 200 liters. A large bottle of water holds about 1 liter, and it would take about 200 bottles to fill a bathtub. Choice (A) is incorrect because 2 bottles of water would not fill a bathtub. Choice (B) is incorrect because 20 bottles of water would not fill a bathtub. Choice (D) is incorrect because 2,000 bottles would be too much—a bathtub could not hold that much water.
22	MGSE3.MD.1	2	B	The correct answer is choice (B) 45 minutes. The swim lesson started at 2:30 and ended at 3:15, a total of 45 minutes. Choices (A), (C), and (D) are incorrect because they are incorrect numbers of minutes.
23	MGSE3.MD.4	2	B	The correct answer is choice (B) $2\frac{1}{4}$ inches. The ruler is marked in fourths, and the pencil ends closest to the first mark after 2. Choice (A) is incorrect because the pencil ends closer to the first quarter-inch mark after 2, not to 2. Choice (C) is incorrect because the pencil ends closer to the first quarter-inch mark after 2 than to the second. Choice (D) is incorrect because the pencil ends closer to the first quarter-inch mark after 2 than to the third.
24	MGSE3.MD.1	3	N/A	See scoring rubric and sample response beginning on page 117.

MATHEMATICS SAMPLE SCORING RUBRICS AND EXEMPLAR RESPONSES**Item 3****Scoring Rubric**

Points	Description
2	<p>The response achieves the following:</p> <ul style="list-style-type: none">• Response demonstrates a complete understanding of solving a multi-digit subtraction problem that requires regrouping.• Give two points for answer (247) and a complete explanation of the strategy used to solve the problem.• Response shows application of a reasonable and relevant strategy to solve.• Mathematical ideas are expressed coherently through clear, complete, logical, and fully developed responses using words, calculations, and/or symbols, as appropriate.
1	<p>The response achieves the following:</p> <ul style="list-style-type: none">• Response demonstrates a partial understanding of solving a multi-digit subtraction problem that requires regrouping.• Give one point for the correct answer of 247 but no process shown OR a correct process with a calculation error. Response is only partially correct.• Response shows application of a relevant strategy, though it may be only partially applied or remain unexplained.• Mathematical ideas are expressed only partially, using words, calculations, and/or symbols, as appropriate.
0	<p>The response achieves the following:</p> <ul style="list-style-type: none">• Response demonstrates limited to no understanding of how to solve a multi-digit subtraction problem that requires regrouping.• The student is unable to perform any of the solution steps correctly.• Response shows no application of a strategy or shows application of an irrelevant strategy.• Mathematical ideas cannot be interpreted or lack sufficient evidence to support even a limited understanding.

Exemplar Response

Points Awarded	Sample Response
2	247 AND I used a number line and counting back to subtract. I started at 571 and counted back by hundreds 3 times to subtract 300 and ended at 271. Then I counted back by tens 2 times to subtract 20 and ended at 251. Then I counted back by ones 4 times to subtract 4 and ended at 247. <i>OR other valid process</i>
1	247
0	<i>Response is irrelevant, inappropriate, or not provided.</i>

Item 4

Scoring Rubric

Points	Description
4	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • Response demonstrates a complete understanding of measuring objects to the nearest quarter inch, creating a line plot with the data, and explaining the units on the plot. • Give four points if student response indicates the correct measurement for each line segment AND correctly describes how to create a line plot with the measurement data AND provides a clear understanding of the line plot's units. Response is correct and complete. • Response shows application of a reasonable and relevant strategy. • Mathematical ideas are expressed coherently through clear, complete, logical, and fully developed responses, using words, calculations, and/or symbols, as appropriate.
3	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • Response demonstrates a nearly complete understanding of measuring objects to the nearest quarter inch, creating a line plot with the data, and explaining the units on the plot. • Give three points if student response indicates an incorrect measurement in Part A, but the incorrect measurement is used correctly in the description of how to create the line plot AND the units are correctly explained AND response is nearly completely correct. • Response shows application of a reasonable and relevant strategy. • Mathematical ideas are expressed coherently through clear, complete, logical, and fully developed responses, using words, calculations, and/or symbols, as appropriate.
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • Response demonstrates a partial understanding of measuring objects to the nearest quarter inch, creating a line plot with the data, and explaining the units on the plot. • Give two points if student response indicates two or three incorrect measurements in Part A, but incorrect measurements are used correctly in the description of how to create the line plot AND the units are correctly explained AND response is partially correct. • Response shows application of a relevant strategy, though it may be only partially applied or remain unexplained. • Mathematical ideas are expressed only partially, using words, calculations, and/or symbols, as appropriate.

Points	Description
1	<p>The response achieves the following:</p> <ul style="list-style-type: none">• Response demonstrates minimal understanding of measuring objects to the nearest quarter inch, creating a line plot with the data, and explaining the units on the plot.• Give one point if student response indicates at least two correct measurements and has a partially complete description of the line plot's units and how to create the line plot AND response is only partially correct.• Response shows application of a relevant strategy, though it may be only partially applied or remain unexplained.• Mathematical ideas are expressed only partially, using words, calculations, and/or symbols, as appropriate.
0	<p>The response achieves the following:</p> <ul style="list-style-type: none">• Response demonstrates limited to no understanding of measuring objects to the nearest quarter inch, creating a line plot with the data, or explaining the units on the plot.• The student is unable to measure to the nearest quarter inch, explain how to create a line plot, or explain the units on a line plot.• Response shows no application of a strategy or applies an irrelevant strategy.• Mathematical ideas cannot be interpreted or lack sufficient evidence to support even a limited understanding.

Exemplar Response

Points	Sample Response
4	<p>Part A:</p> $A = \frac{1}{2} \text{ inch}$ $B = 1\frac{3}{4} \text{ inches}$ $C = 2 \text{ inches}$ $D = \frac{1}{2} \text{ inch}$ $E = \frac{1}{2} \text{ inch}$ $F = 1\frac{1}{4} \text{ inches}$ <p>AND</p> <p>Part B:</p> <p>They represent length measurements to the quarter inch.</p> <p>AND</p> <p>Part C:</p> <p>Write 6 Xs above the number line to show the six measurements. Write 3 Xs above the $\frac{1}{2}$ mark, 1 X above the $1\frac{1}{4}$ mark, 1 X above the $1\frac{3}{4}$ mark, and 1 X above the 2 mark.</p>
3	<p>Part A:</p> $A = \frac{1}{2} \text{ inch}$ $B = 1\frac{1}{2} \text{ inches}$ $C = 2 \text{ inches}$ $D = \frac{1}{2} \text{ inch}$ $E = \frac{1}{2} \text{ inch}$ $F = 1\frac{1}{4} \text{ inches}$ <p>AND</p> <p>Part B:</p> <p>They represent length measurements to the quarter inch.</p> <p>AND</p> <p>Part C:</p> <p>Write 6 Xs above the number line to show the six measurements. Write 3 Xs above the $\frac{1}{2}$ mark, 1 X above the $1\frac{1}{4}$ mark, 1 X above the $1\frac{1}{2}$ mark, and 1 X above the 2 mark.</p>

Points	Sample Response
2	<p>Part A:</p> $A = \frac{1}{4} \text{ inch}$ $B = 1\frac{1}{4} \text{ inches}$ $C = 2 \text{ inches}$ $D = \frac{1}{2} \text{ inch}$ $E = \frac{1}{2} \text{ inch}$ $F = 1\frac{1}{4} \text{ inches}$ <p>AND</p> <p>Part B:</p> <p>They represent length measurements to the quarter inch.</p> <p>AND</p> <p>Part C:</p> <p>Write 6 Xs above the number line to show the six measurements.</p>
1	<p>Part A:</p> $A = \frac{1}{2} \text{ inch}$ $B = 2 \text{ inches}$ $C = 2 \text{ inches}$ $D = \frac{1}{2} \text{ inch}$ $E = \frac{1}{2} \text{ inch}$ $F = \frac{3}{4} \text{ inch}$ <p>OR</p> <p>Part B:</p> <p>They represent length measurements.</p> <p>Part C:</p> <p>Write 6 Xs above the number line to show the six measurements.</p>
0	<i>Response is irrelevant, inappropriate, or not provided.</i>

Item 8

Scoring Rubric

Points	Description
2	<p>The response achieves the following:</p> <ul style="list-style-type: none">• Response demonstrates a complete understanding of the meaning of multiplication, through groups of objects or an array.• Give two points for an answer that identifies the correct drawing AND explains the identification AND gives the correct number sentence.• Response shows application of a reasonable and relevant strategy.• Mathematical ideas are expressed coherently through clear, complete, logical, and fully developed responses, using words, calculations, and/or symbols, as appropriate.
1	<p>The response achieves the following:</p> <ul style="list-style-type: none">• Response demonstrates a partial understanding of the meaning of multiplication.• Give one point for an answer that identifies the correct drawing AND gives the correct number sentence, but does not explain the identification.• Response shows application of a relevant strategy, though it may be only partially applied.• Mathematical ideas are expressed only partially, using words, calculations, and/or symbols, as appropriate.
0	<p>The response achieves the following:</p> <ul style="list-style-type: none">• Response demonstrates limited to no understanding of the meaning of a multiplication problem.• The student is unable to perform any of the solution steps correctly.• Response shows no application of a strategy or shows application of an irrelevant strategy.• Mathematical ideas cannot be interpreted or lack sufficient evidence to support even a limited understanding.

Exemplar Response

Points Awarded	Sample Response
2	<p>Part A: Drawing B is correct. It shows an array with 4 rows for the 4 bookshelves. The 7 squares in each row show the 7 books on each shelf.</p> <p><i>OR other valid explanation</i></p> <p>AND</p> <p>Part B: $4 \times 7 = 28$</p>
1	<p>Part A: Drawing B is correct. It shows an array with 4 rows for the 4 bookshelves. The 7 squares in each row show the 7 books on each shelf.</p> <p><i>OR other valid explanation</i></p> <p>OR</p> <p>Part B: $4 \times 7 = 28$</p>
0	<p><i>Response is irrelevant, inappropriate, or not provided.</i></p>

Item 11

Scoring Rubric

Points	Description
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • Response demonstrates a complete understanding of how to solve “how many more” problems using information presented in a scaled bar graph. • Give two points for a correct answer and explanation of using the graph to find the answer. • Response shows application of a reasonable and relevant bar graph.
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • Response demonstrates a partial understanding of how to solve “how many more” problems using information presented in a scaled bar graph. • Give one point for a correct answer but incorrect or incomplete explanation of using the graph to find the answer. • Response shows application of understanding how to show data as a graph, though it may be only partially applied. • Mathematical ideas are expressed only partially, using words, calculations, and/or symbols as, appropriate.
0	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • Response demonstrates limited to no understanding of how to solve “how many more” problems using information presented in a scaled bar graph. • The student is unable to use the graph to solve the problem. • Response shows no application of a strategy or shows application of an irrelevant strategy. • Mathematical ideas cannot be interpreted or lack sufficient evidence to support even a limited understanding.

Exemplar Response

Points Awarded	Sample Response
2	<p>Ben counted 8 more red birds than yellow birds.</p> <p>The bar for red ends at 10 to show that Ben counted 10 red birds. The bar for yellow ends at 2 to show that Ben counted 2 red birds. 10 minus 2 is 8.</p> <p><i>OR other valid explanation</i></p>
1	Ben counted 8 more red birds than yellow birds.
0	<i>Response is irrelevant, inappropriate, or not provided.</i>

Item 12

Scoring Rubric

Points	Description
4	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • Response demonstrates a complete understanding of patterns in the multiplication table. • Give four points if student response indicates four correct patterns in the hundreds chart. Response is correct and complete. • Response shows application of a reasonable and relevant strategy. • Mathematical ideas are expressed coherently through clear, complete, logical, and fully developed responses, using words, calculations, and/or symbols, as appropriate.
3	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • Response demonstrates a nearly complete understanding of patterns in the multiplication table. • Give three points if student response indicates three correct patterns in the hundreds chart. Response is nearly completely correct. • Response shows application of a reasonable and relevant strategy. • Mathematical ideas are expressed coherently through clear, complete, logical, and fully developed responses, using words, calculations, and/or symbols, as appropriate.
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • Response demonstrates a partial understanding of patterns in the hundreds chart. • Give two points if student response indicates two correct patterns. • Response shows application of a relevant strategy, though it may be only partially applied or remain unexplained. • Mathematical ideas are expressed only partially, using words, calculations, and/or symbols, as appropriate.
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • Response demonstrates minimal understanding of patterns on the hundreds chart. • Give one point if student response indicates at least one correct pattern. • Response shows application of a relevant strategy, though it may be only partially applied or remain unexplained. • Mathematical ideas are expressed only partially, using words, calculations, and/or symbols, as appropriate.
0	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • Response demonstrates limited to no understanding of patterns on the hundreds chart. • The student is unable to identify patterns. • Response shows no application of a strategy or applies an irrelevant strategy. • Mathematical ideas cannot be interpreted or lack sufficient evidence to support even a limited understanding.

Exemplar Response

Points	Sample Response
4	Pattern 1: For each multiple of 9, the digits can be added together to equal nine. Pattern 2: When 4 is multiplied by any number, the product is an even number. Pattern 3: Multiples of 5 have either a 5 or a 0 in the ones place. Pattern 4: An odd factor times an odd factor equals an odd product. <i>OR other valid patterns</i>
3	Pattern 1: For each multiple of 9, the digits can be added together to equal 9. Pattern 2: When 4 is multiplied by any number, the product is an even number. Pattern 3: Multiples of 5 have either a 5 or a 0 in the ones place. Examples: <i>OR other valid patterns</i>
2	Pattern 1: For each multiple of 9, the digits can be added together to equal 9. Pattern 2: When 4 is multiplied by any number, the product is an even number. <i>OR other valid patterns</i>
1	Pattern 1: When 4 is multiplied by any number, the product is an even number. <i>OR other valid pattern</i>
0	<i>Response is irrelevant, inappropriate, or not provided.</i>

Item 24

Scoring Rubric

Points	Description
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • Response demonstrates a complete understanding of telling and writing time to the nearest minute and determining elapsed time. • Give two points if student response indicates the correct start time AND provides a clear understanding of how the start time was determined. Response is correct and complete. • Response shows application of a reasonable and relevant strategy. • Mathematical ideas are expressed coherently through clear, complete, logical, and fully developed responses, using words, calculations, and/or symbols, as appropriate.
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • Response demonstrates a partial understanding of telling and writing time to the nearest minute. • Give one point if student response indicates the correct start time but no explanation is given. • Response shows application of a relevant strategy, though it may be only partially applied or remain unexplained. • Mathematical ideas are expressed only partially, using words, calculations, and/or symbols, as appropriate.
0	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • Response demonstrates limited to no understanding of telling and writing time to the nearest minute and determining elapsed time. • The student is unable to tell and write time to the nearest minute or determine elapsed time. • Response shows no application of a strategy or applies an irrelevant strategy. • Mathematical ideas cannot be interpreted or lack sufficient evidence to support even a limited understanding.

Exemplar Response

Points	Sample Response
2	The start time was 2:15. The clock shows the movie ended at 3:45. Ninety minutes is the same as 60 minutes plus 30 minutes. First, I found that an hour earlier than 3:45 would be 2:45. Then, I determined 30 minutes earlier than 2:45 was 2:15.
1	The start time was 2:15.
0	<i>Response is irrelevant, inappropriate, or not provided.</i>

ACTIVITY

The following activity develops skills in Unit 3: Operations and Algebraic Thinking: Patterns in Addition and Multiplication.

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

Work with manipulatives such as Base Ten blocks and counters.

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

Write problems with unknowns as you use manipulatives.

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

Use multiplication tables to work with finding patterns.

- Use the chart for multiplication and division facts.

Act out word problems with friends or family.

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

ACTIVITY

The following activity develops skills in Unit 6: Measurement.

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

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

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

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

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

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

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

Explore volume and mass.

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

SCIENCE

DESCRIPTION OF TEST FORMAT AND ORGANIZATION

The Grade 3 Science EOG assessment has a total of 75 selected-response (multiple-choice) items.

The test will be given in two sections.

- You 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 90 to 140 minutes.

CONTENT

The Grade 3 Science EOG assessment will measure the Grade 3 Science standards that are described at www.georgiastandards.org. The science items also relate to a Characteristics of Science standard. Because science consists of a way of thinking and investigating, and includes a growing body of knowledge about the natural world, you will need to understand both the **Characteristics of Science** standards and the **Content** standards for Science. The Characteristics of Science standards can also be found at www.georgiastandards.org.

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

- Earth Science
- Physical Science
- Life Science

ITEM TYPES

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

SCIENCE DEPTH OF KNOWLEDGE EXAMPLE ITEMS

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

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

Example Item 1

DOK Level 1: This is a DOK level 1 item because it requires students to recall information about trees.

Science Grade 3 Content Domain III: Life Science

Standard: S3L1. Students will investigate the habitats of different organisms and the dependence of organisms on their habitat. b. Identify features of green plants that allow them to live and thrive in different regions of Georgia.

Standard: S3CS8. Students will understand important features of the process of scientific inquiry. a. Scientific investigations may take many different forms, including observing what things are like or what is happening somewhere, collecting specimens for analysis, and doing experiments.

A student is observing swamp habitats in Georgia. The wet soil is often flooded and has few nutrients.

What feature would MOST help a plant to survive in a swamp habitat?

- A.** leaves that can trap insects for food
- B.** a thin stem that can bend in the wind
- C.** waxy stems and leaves to hold in extra water
- D.** a long central root to reach water deep underground

Correct Answer: B

Explanation of Correct Answer: The correct answer is choice (A) leaves that can trap insects for food. Swamp and marsh habitats are often flooded and lack nutrients in the soil. Some swamp plants have specialized leaves that allow them to trap insects, which the plants then use as food. This enables the plants to obtain enough key nutrients to survive in the poor soil of the swamp. Choice (B) is incorrect because plants in swamp habitats often have thick, dense stems for support. Being able to bend in the wind is an adaptation for plants near the shore. Choice (C) is incorrect because thick, waxy stems and leaves are a characteristic of plants in dry environments; waxy leaves hold and store water. Choice (D) is incorrect because a long root that reaches deep water would not help a plant survive in a swamp habitat. Plants in swamps get too much water.

Example Item 2

DOK Level 2: This is a DOK level 2 item because it requires students to use reasoning and interpret information.

Science Grade 3 Content Domain I: 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).

Standard: S3CS8. Students will understand important features of the process of scientific inquiry. a. Scientific investigations may take many different forms, including observing what things are like or what is happening somewhere, collecting specimens for analysis, and doing experiments.

A student is learning about the characteristics of rocks and minerals. His teacher gives him a mineral sample to test.

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

He makes the following notes about the mineral sample:

- It can scratch calcite and gypsum.
- It will not scratch topaz.
- It is softer than feldspar.
- It is harder than talc and fluorite.

Which mineral from the table is the BEST match for the hardness of the mineral sample the student has?

- A.** apatite
- B.** corundum
- C.** diamond
- D.** quartz

Correct Answer: A

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

Example Item 3

DOK Level 3: This is a DOK level 3 item because it requires students to analyze information and explain why something happened.

Science Grade 3 Content Domain II: Physical Science

Standard: S3P1. Students will investigate how heat is produced and the effects of heating and cooling, and will understand a change in temperature indicates a change in heat. b. Investigate how insulation affects heating and cooling.

Standard: S3CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works. b. Offer reasons for findings and consider reasons suggested by others.

A student has two cups of ice. She wraps one cup in newspaper. Then she places both cups in sunlight. She observes that the ice in the newspaper-wrapped cup takes longer to melt than the ice in the other cup.

Why did the ice in the newspaper-wrapped cup take longer to melt?

- A. The newspaper absorbed all the heat from the Sun.
- B. The newspaper stopped heat flowing from the ice to the cup.
- C. The newspaper stopped heat flowing from the Sun to the ice.
- D. The newspaper slowed the flow of heat from the Sun to the ice.

Correct Answer: D

Explanation of Correct Answer: The correct answer choice is (D) The newspaper slowed the flow of heat from the Sun to the ice. The newspaper acted as an insulator. Insulators are poor conductors of heat, so heat flows slowly. Choice (A) is incorrect because the newspaper cannot absorb all of the Sun's heat. Choice (B) is incorrect because heat was not flowing from the ice to the cup. Choice (C) is incorrect because the newspaper did not block all of the Sun's heat from reaching the ice. The ice eventually melted.

SCIENCE CONTENT DESCRIPTION AND ADDITIONAL SAMPLE ITEMS

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

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

CONTENT DESCRIPTION

- Explain how heat is produced and the effects of heating and cooling
- Describe the effect of magnets
- Recognize the effects of pollution and humans on the environment
- Explain fossils, characteristics of rocks and minerals, and features of plants and animals
- Use thermometers to measure changes in temperature
- Recognize the characteristics of different Georgia regions and the organisms that live in them
- Identify ways to protect the environment
- Describe relations between an organism and its environment

CHARACTERISTICS OF SCIENCE STANDARDS

- Test a hypothesis, keep records, use safety procedures, and use appropriate tools and instruments
- Apply math and technology
- Analyze data, interpret results, and communicate information
- Understand how science knowledge grows and changes
- Use inquiry to focus on questions about the world around you
- Observe, construct, and measure objects with hand tools
- Represent objects in the real world with geometric figures, number sequences, graphs, and maps
- Construct models to represent natural phenomena
- Communicate ideas and observations in oral and written forms
- Formulate claims and construct arguments based on scientific evidence

Unit 1: Habitats of Georgia

In this Life Science unit, you will learn about the many different kinds of habitats found in Georgia. You will also learn about some of the organisms that live in these habitats.

KEY TERMS

An **organism** is a living being. You are a living being. A tree is a living being. Most organisms move, eat, breathe, grow, reproduce, and respond to their environment. Not all organisms do all these things. For example, you move, but trees do not. (S3L1)

A **habitat** is the type of area an organism lives in. A habitat has four parts that an organism needs: shelter, water, food, and space. (S3L1a)

Mountain habitats are found in the north of the state of Georgia. The Blue Ridge Mountains and Appalachian Mountains make up the mountains in the north of Georgia. Mountains are the highest of Earth's landforms. Black bears, deer, raccoons, and many other animals live in the mountains. Trout live in the streams. Bass and bluegill fish live in the lakes. Many kinds of trees grow in the mountains. (S3L1a)

The Okefenokee **swamp** is an area of land covered by water. The land in swamps and marshes is soft and wet. The swamp is located in the southern part of the state of Georgia. Alligators, otters, frogs, and many other smaller animals live in the swamp. Only a few kinds of trees can grow in the swamp. (S3L1a)

The **coastal plains** are a habitat located where the ocean meets the land. Coastal plains are made up of beaches, swamps, ponds, and many other landforms. The soil in the coastal plains has a lot of sand in it. Deer, wild boar, rattlesnakes, and many other smaller animals live in the coastal plains. Oak trees, peanut plants, and cotton plants grow in the coastal plains. (S3L1a)

The **Piedmont** is a habitat located in the middle of Georgia. It is between the mountains and coastal plains. The Piedmont is made up of many small hills. There are forests, lakes, and rivers in the Piedmont. The soil has a red color from the red clay in it. Geese, opossums, owls, and many other smaller animals like to live there. Oak, pine, and hickory trees grow in the Piedmont. (S3L1a)

The **Atlantic Ocean** is a habitat off the coast of Georgia. Oceans are the largest bodies of water in the world. The ocean is made of salt water. Turtles, sea trout, and shrimp are some of the animals that live in the ocean off the coast of Georgia. Plants like seaweed and seagrass grow in the ocean. Coral reefs grow off the coast of Georgia too. (S3L1a)

Important Tips

- ✍ If part of a habitat changes, the animals that live there may need to move. When the trees in a forest are all cut down, the squirrels and other animals that live there will need to move to a new home. Some animals are better at moving to a new habitat. Black bears are known for living in many different habitats. (S3L1c, S3L1d)
- ✍ Animals are fit to live in their habitats. This means they have qualities that help them live in the habitat. An animal that can live in one type of habitat may be able to live in a different habitat. A black bear can live in a mountain or a plateau habitat. Some animals may not be able to live in a different habitat. A black bear can live in a swamp but would have trouble moving around the wet ground. (S3L1c)

Sample Items 1–4**Item 1**

The Coastal Plains region of Georgia has areas of wetlands. These wetlands include salt marshes and swamps. Salt marshes have loose, sandy, wet soil and salt water. A student collected some data about organisms to see if they would live in this region.

Organism	What Does It Eat?	Characteristics
Crab	Algae, bacteria, decaying plants	Hard outer shell, can survive on land or in water
Whale	Zooplankton and krill	15 meters long, can hold their breath for up to 40 minutes under water
Pocket gopher	Plants, plant roots	Brown fur, needs loose, sandy, dry soil to dig tunnels
Gopher tortoise	Grasses, fruit	Gray shell and legs, digs and lives in dry burrows

Based on the student's data, which organism would MOST LIKELY live in a salt marsh?

- A. Crab
- B. Whale
- C. Pocket gopher
- D. Gopher tortoise

Item 2

A scientist is observing an alligator. He observes that the alligator uses its webbed feet and long tail to swim through shallow water while hunting fish and other prey.

In which region of Georgia is the alligator **MOST LIKELY** found?

- A. Atlantic Ocean
- B. mountains
- C. Piedmont
- D. swamps

Item 3

River otters are found in waterways throughout Georgia. Otters mostly feed on fish. They hunt by diving underwater and chasing their prey.



Which characteristics **BEST** helps river otters live in water-based habitats?

- A. their sharp teeth, which help them to catch prey
- B. their thick fur, which helps them to keep warm
- C. their long claws, which help them dig burrows
- D. their webbed feet, which help them to swim

Item 4

A forest is home to many kinds of animals. The forest trees give shelter and food to many animals. The trees in a large area of the forest are destroyed in a fire.

What will MOST LIKELY happen to the animals living in the forest after the fire changes their habitat?

- A.** The animals will adapt to eat different food.
- B.** The animals will find homes near a pond or lake.
- C.** The animals will hibernate until the trees grow back.
- D.** The animals will move to a place that has more trees.

Unit 2: Rocks and Soil

In this Earth Science unit, you will learn about rocks and minerals and their attributes. You will also study soil and learn about the tools and instruments used to observe and compare different types of topsoil.

KEY TERMS

The earth is made up of **minerals**. Minerals are made by nature. You can tell how hard a kind of mineral is with a **scratch test**. A scratch test is done by scratching a mineral with different objects. A fingernail is very soft. If you scratch a mineral with your fingernail and it leaves a mark, the mineral is very soft. If you scratch a mineral with a nail and it does not leave a mark, the mineral is very hard. (S3E1a, b)

Minerals can be identified by their **characteristics**. Characteristics are the features that help to identify a thing. Some of these characteristics are shape, color, texture, and hardness. Each mineral can be identified by the features it has. (S3E1a, b)

Minerals can be put in order from the softest to the hardest. This is known as a **hardness scale**. A hardness scale tells you how hard a mineral is. Talc is a mineral. You can scratch a piece of talc with your fingernail. Diamond is a very hard mineral. A nail will not scratch a diamond. (S3E1a, b)

Most **rocks** are made up of two or more kinds of minerals. The features of the minerals that make up a rock can be passed on to the rock. Limestone is a rock that is white or gray. The minerals that make up limestone are also white or gray. (S3E1a, b)

Rocks have **attributes**, or features, that can be used to identify the rock. Shape, color, streak, and texture are features of rocks. (S3E1b)

The **shape** of a rock can show you how it was made. The shape also shows what kinds of different minerals are in the rock. A rock like shale breaks into flat pieces. Shale is made up of small pieces of minerals that were pressed flat into rock. (S3E1b)

The **color** of a rock can show you the different minerals that make up the rock. Granite is made when some minerals cool at a low temperature. The color of most granite will be a lighter color, like white, pink, or red. The **streak** of a rock is the colored powder of the mineral left behind when you scratch a mineral on a hard surface. The color of the powder can be different from the color of the sample itself. (S3E1b)

The **texture** of a rock describes how a rock feels. The rock known as obsidian is made of glass. Obsidian has a smooth texture just like glass. (S3E1b)

Soil is made up of pieces of rock, minerals, organic matter (the remains of once-living things), air, and water. The amount of each material is different in different types of soil. Sandy soil has more rocks and minerals. Soils in swamps and rain forests have more pieces of organic matter and less rock particles and minerals. (S3E1c)

Soil has **attributes**, or features, that can be used to identify the type of soil. The color, texture, grain size, and absorption of water are all features of soils. (S3E1c)




The **color** of soil tells you the amounts of the things that make up the soil. Soil with more sand in it will be lighter in color. Soil with more organic matter in it will be darker in color. (S3E1c)

The **texture** of soil, the way it feels, tells you the amounts of the things in the soil. Soil with more rock particles in it will feel rougher. Soil with more organic matter in it will feel smoother and softer. (S3E1c)

The parts of soil have different **grain sizes**. The pieces of rock are the biggest grain sizes. Sand has much smaller grain sizes. As the pieces of organic matter break down, they get smaller and smaller. (S3E1c)

The **absorption of water** tells you how much water the soil will hold. Soils with more organic matter will hold more water. Water that moves through this kind of soil will move slower. Soils with more rock and sand will hold less water. Water that moves through this kind of soil will move faster. (S3E1c)

Important Tips

-  Different areas and habitats of Georgia have different types of soil with different properties. (S3E1c)
-  Mountain areas will have more pieces of rock in the soil. The rock is broken apart from the mountains and moves down the mountain. (S3E1c)
-  Swamps will have soil that has a lot of organic matter and water in it. Coastal plains will have soil that contains a lot of sand. (S3E1c)

Sample Items 5–8

Item 5

A student made observations about a mineral. It was smooth and flat with round edges.

What did the student observe about the mineral?

- A. color and texture
- B. texture and shape
- C. hardness and color
- D. shape and hardness

Item 6

A scientist studies a large rock on the bottom of a deep, fast-moving river. He notices that the rock gets smaller over a period of several years.

Which statement **MOST LIKELY** explains why the rock gets smaller?

- A. The rock is being worn away by wind.
- B. The rock is being broken apart by ice.
- C. The rock is being broken apart by gravity.
- D. The rock is being worn away by moving water.

Item 7

A student is describing a sample of soil. The soil sample is made up of very small particles. It can hold a lot of water, and plants do not grow well in the soil.

Which type of soil does the student **MOST LIKELY** have?

- A. clay
- B. loam
- C. sand
- D. silt

Item 8

Two students observe an object near a river. The object is hard and has a rough texture. It is magnetic and made of two materials. One student says it is a rock and the other student says it is a mineral.

Which observation will **BEST** help the students identify if the object is a rock or a mineral?

- A. The object is a mineral because it is hard.
- B. The object is a mineral because it is magnetic.
- C. The object is a rock because it has a rough texture.
- D. The object is a rock because it is made of two materials.

Unit 3: Fossils

In this Earth Science unit, you will investigate fossils as evidence of organisms that lived long ago. You will observe fossils and use information resources to learn how fossils form.

KEY TERMS

When a living thing dies it may be covered with rock and soil. Over time, parts of its body can be replaced with the minerals around it. This is how a **fossil** is created. Fossils can also be things left behind by living things. Footprints left in the sand, which then became rock, are an example of something dinosaurs left behind. (S3E2b)

Fossils are **evidence** of living things that lived long ago. We know dinosaurs existed because we have their bones as evidence. Fossils show us how dinosaurs lived. Fossils also show us where dinosaurs lived and what they ate. (S3E2a)

Fossils are usually found in **sedimentary** rock. Sedimentary rock is rock that is made when sand, soil, and other small particles settle into a place. Over a long time, more sediment will push down and harden the sediment into rock. Sedimentary rock is from areas that were once covered with water. (S3E2b)

Fossil formation happens most of the time in water. When a plant or animal dies in a watery area, mud can cover it. Over time the soft tissue-like skin breaks down. The bones take longer to break down. The minerals in the mud replace the bone. This is why most fossils we have of animals are bone. (S3E2b)


Plant fossils are formed when the plants are covered in mud and water. The shape of the plant leaves an **imprint** in the mud. When you press your hand into a piece of clay, you make an imprint of your hand. Over time, the mud that the plant was in becomes rock. Some of the mud fills in the imprint and makes a **mold** of the plant. If you look at a piece of limestone, you can see the molds of things that lived long ago. There are also fossils of plants that were made the same way fossils of bones were made. (S3E2b)

A **cast** is a hard object that is made from an imprint. Scientists will make a cast of a fossil by pouring plaster into an imprint. A cast will show you the features of the organism that left the imprint. (S3E2b)

Two other ways fossils can form are in **amber** or in **ice**. Amber fossils are organisms that became trapped in tree resins (sticky material that can ooze from some trees) that surrounded the organism and hardened over time. Plants or animals frozen in ice are sometimes found in places like the Arctic that have been cold for thousands of years; entire animals have been found, preserved like food in your freezer. (S3E2b)

Scientists that study how and what organisms lived long ago are called **paleontologists**. Some study just the animals or plants from long ago. Some study the habitats from long ago. Some look at the ways that one kind of living thing changed over a long time. (S3E2a)

Important Tip

 We know the size and shape of many organisms based on the fossils they left behind. We know the way they moved and what they ate. We even know the texture of their skin. One thing scientists usually cannot tell from fossils is the color of organisms. (S3E2a)

Sample Items 9–12

Item 9

Four students observed a fossil found in a rock. They disagreed about how the fossil was formed. Each student recorded an idea about how the fossil was formed.



Which idea **MOST LIKELY** describes how the fossil was formed?

- A. The leaf was frozen in ice.
- B. The leaf became rock as it decayed.
- C. The leaf fell into mud and left an imprint when it decayed.
- D. The leaf was trapped in tree sap that hardened into amber.

Item 10

A scientist finds a rock that looks like a part of a fish.



What should a scientist conclude by studying the rock?

- A. A fish lived recently in the rock.
- B. A fish lived long ago in the rock.
- C. A fish that lived recently turned to stone slowly.
- D. A fish that lived long ago turned to stone slowly.

Item 11

A scientist uses a rock hammer to look for fossils. She finds a large fossil of an animal.

Which part of the animal **MOST LIKELY** formed the fossils the scientist finds?

- A. bones
- B. fur
- C. skin
- D. wings

Item 12

A student finds this fossil along the beach. He thinks about how the fossil was formed, but he is not sure about the order of the steps that took place.



1. organism dies
2. organism gets buried in sediment
3. the shell is replaced by minerals
4. organism's soft parts decay

Which of these tells the steps of fossil formation in the correct order?

- A. 1, 3, 4, 2
- B. 1, 2, 4, 3
- C. 1, 4, 3, 2
- D. 1, 3, 2, 4

Unit 4: Heat Energy

In this Physical Science unit, you will understand how temperature measures heat and how heat is transferred and produced. You will use thermometers to measure changes in temperature of water samples. You will investigate the transfer of heat from the Sun to various materials. You will learn about the effects of insulation on heating and cooling.

KEY TERMS

Heat energy is the flow of energy from an object that is warm to one that is cold. When the atoms inside an object are moving fast, the object is warmer. When the atoms inside an object are moving slow, the object is colder. The heat moves from an area that is warm to one that is cold. (S3P1a)

Heat describes the way **thermal energy** moves. Thermal energy is the form of energy you experience when you feel heat. (S3P1a)

Heat can also be made when a **chemical reaction** happens. A chemical reaction is when two or more substances react and change. The energy from fire speeds up the combining of the chemicals that makes up paper and air. When paper and air combine, extra energy is released. This is the heat you feel from a fire. (S3P1a)

A **thermometer** is a tool used to measure temperature. Temperature is a **measurement** of how hot or cold something is. A thermometer measures the heat energy of an object. (S3P1d)

When heat moves from one object to another it is called an **energy transfer**. It can be when the energy moves between objects but stays the same kind of energy. It can also be where one type of energy becomes another type of energy. Sunlight, also known as light energy, will transfer heat energy to an object as it warms the object up. (S3P1c)

Friction is a force that resists motion between two surfaces. When you rub your hands together friction creates heat. If you swing your arm in the air, you can feel the air as it moves past your hand. The feeling is because of the friction between your hand and the air. (S3P1a)

Dark colors reflect less light energy and absorb more light energy that becomes heat energy. **Light colors** reflect more light energy so they absorb less light energy that becomes heat energy. (S3P1c)

Water is a **liquid**. Liquids take up a definite volume but have no fixed shape. You can pour water into different shaped glasses and it will take the shape of each glass. (S3P1d)

When water is ice, it is a **solid**. Solids have a definite volume and shape. Their volume and shape cannot be easily changed. (S3P1d)

When water is steam, which is also called water **vapor**, it is a **gas**. Gases have no definite volume and take the shape of their container. (S3P1d)



Melting happens when a substance heats up. This changes the substance from a solid to a liquid. When ice melts, it turns into liquid water. (S3P1d)

Boiling happens when a substance heats up. This changes the substance from a liquid to a gas. When water boils, it turns into water vapor. (S3P1d)

Freezing happens when a substance cools down. This changes the substance from a liquid to a solid. (S3P1d)

An **insulator** is a material that slows the flow of heat between two objects. A jacket keeps the heat from your body from moving to the cold air around it. Since heat moves from warm to cold areas, insulation is made to slow down how fast the heat moves. (S3P1b)

Important Tips

-  Insulators will slow down the movement of heat. Insulators will not stop the movement of heat. A thermal travel jug will keep something hot or cold. Over time, cold things in a thermal jug will get warmer while hot things will get colder. (S3P1b)
-  Insulators do not keep the cold in. Insulators keep the warm out. Because heat moves from warm to cold areas, insulators can be thought of as keeping the warm out or holding the warm in. (S3P1b)

Sample Items 13–16

Item 13

A student rubs his hands together to produce heat.

Which action produces heat in the same way?

- A.** burning a piece of paper
- B.** using sandpaper on a stick
- C.** mixing two chemicals together
- D.** lighting the burner on a gas stove

Item 14

A student leaves a metal chair and a plastic chair of the same color in direct sunlight for 30 minutes.

Which of these would BEST describe the chairs after 30 minutes in the sunlight?

- A.** The temperatures of the chairs will not change.
- B.** The temperatures of the chairs will increase the same amount.
- C.** The temperature of the metal chair will be greater than that of the plastic chair.
- D.** The temperature of the plastic chair will be greater than that of the metal chair.

Item 15

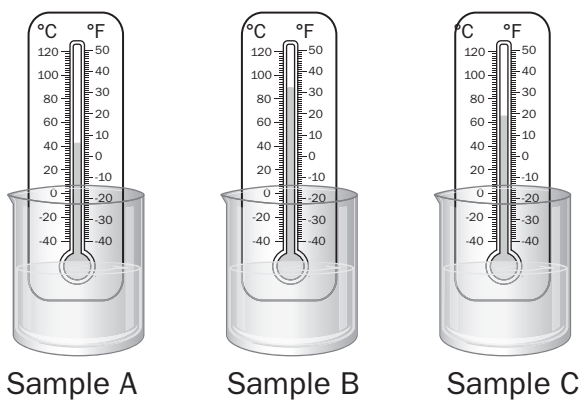
A student wants to stay cooler while she is playing outside on a sunny day. She owns a white shirt and a black shirt.

Which shirt will keep her cooler, and why?

- A.** the white shirt, because it will reflect more heat than the black shirt
- B.** the black shirt, because it will reflect more heat than the white shirt
- C.** the white shirt, because it will absorb more heat than the black shirt
- D.** the black shirt, because it will absorb more heat than the white shirt

Item 16

A student uses thermometers to measure the changes in temperature of three water samples.



Which of these correctly orders the samples from COLDEST to HOTTEST?

- A. A, B, C
- B. B, A, C
- C. C, A, B
- D. A, C, B

Unit 5: Magnets

In this Physical Science unit, you will learn about magnets. You will identify common objects that are attracted by magnets. You will learn how magnets attract and repel each other.

KEY TERMS

Magnets can **attract** other types of metal. Attract means to pull on something. The **north pole** of a magnet will attract the **south pole** of another magnet. (S3P2a, b)

Magnets can **repel** other magnets. Repel means to push away. The **north pole** of a magnet will repel the **north pole** of another magnet. (S3P2b)

A **magnet** is an object that makes a magnetic field. The magnetic field creates a magnetic force that attracts or repels other magnets. Materials that can be attracted by a magnet are called **magnetic materials**. Magnetic materials are generally made of iron, nickel, cobalt, and some natural occurring minerals. (S3P2a, b)

Magnets can have **different** strengths. Some magnets are strong and can attract magnetic materials that are heavy or are far away from them. Some magnets are weak and can only attract magnetic materials that are light and are closer to them. (S3P2a, b)

Magnets attract **iron** and steel. Objects that magnets attract have the **characteristics** of these metals. A characteristic is a feature of an item. Most other metals are not attracted by magnets. Glass, plastic, and wood are not attracted to magnets. (S3P2a)

Magnets may be of different shapes such as a **bar magnet**, which is shaped like a bar, or a **horseshoe magnet**, which is shaped like the letter C or the letter U, but all the shapes have a **north pole** and a **south pole**. The north pole of a magnet points to the Magnetic North Pole. The south pole of a magnet points to the Magnetic South Pole. (S3P2b)

Sample Items 17–18

Item 17

A student tests several objects with a magnet. She puts her observations into a table.

Object	Attracted to Magnet?
Frying pan	No
Paper clip	Yes
Plastic building block	No
Aluminum foil	No
Iron nail	Yes

What conclusion can be made from these observations?

- A. Small objects are attracted to magnets.
- B. Heavy objects are attracted to magnets.
- C. Some metal objects are attracted to magnets.
- D. Some plastic objects are attracted to magnets.

Item 18

A student tries to put two magnets together. The magnets repel each other.

Which of these **BEST** explains this observation?

- A. One magnet is larger than the other.
- B. The magnets were placed too far apart.
- C. One magnet is made of a different material.
- D. The like poles of the magnets were placed together.

Unit 6: Interdependence of Man Pollution/Conservation

In this Life Science unit, you will study the effects of pollution on habitats. You will also identify ways to protect the environment, including conservation and recycling.

KEY TERMS

A **habitat** is the type of area an organism lives in. A habitat has four parts that an organism needs: shelter, water, food, and space. (S3L2a)

The **environment** is all the living and nonliving things around an organism. All the things that can help or harm an organism are also part of an environment. A change in the environment can help or harm things that live in the environment. (S3L2b)

Pollution describes materials that should not usually be in the environment or a habitat. Pollution can harm living things. (S3L2a)

Air pollution is when the air contains substances that can cause harm to organisms and the environment. When a volcano or power plant puts ash into the air, it is considered air pollution. (S3L2a)

Land pollution is made when humans put things into and on the land that harm the land. Land can be damaged by chemicals on crops. Land can be damaged by mining. Land can be damaged by farming. Littering is another way people pollute land. Littering is when people leave trash on the ground. (S3L2a)

Water pollution happens when things that should not be in bodies of water get into bodies of water. Chemicals can get into water and pollute the water. Acid rain is rain that has too much acid in it. Acid rain that gets into the water pollutes the water. Objects that should not be in water also pollute water. There is a patch of garbage that floats in the Pacific Ocean. It is made of all kinds of garbage, like plastic bottles. It is about the size of the state of Texas. (S3L2a)


Conservation is the way humans can protect the environment. There are many ways humans can help protect Earth. (S3L2b)

People can **recycle**. To recycle means to break down old things and make them into new things. People recycle plastic into new plastic things. People recycle yard waste and make it into new dirt. (S3L2b)

People can **reduce the amount of natural resources they use**. To reduce means to use less. When you turn the lights off as you leave a room, you reduce the amount of electricity you use. You can reduce the amount of water you use by turning the faucet off as soon as you finish washing your hands. (S3L2b)

People can **reuse things**. To reuse means to use old objects a second time. Many times people reuse an object by finding another use for it. When you grow too big for your bike, letting someone else have it is a way to reuse the bike. (S3L2b)

Important Tip

 Conservation is something humans have been doing for the last 150 years. As America grew in size, more pollution was created. People saw how pollution harmed the environment. They decided to try to reduce the amount of pollution. Today, people try to reduce the amount of pollution in many ways. (S3L2b)

Sample Items 19–22

Item 19

Fertilizer on lawns can run off into nearby lakes, increasing the amount of nutrients in the water.

Which event MOST LIKELY occurs as a result?

- A. More algae grow in the lakes because of the extra nutrients.
- B. More oxygen is available to fish in the lakes because of the extra nutrients.
- C. More animals move to the area to drink water from the lakes because the water has extra nutrients.
- D. More birds eat fish from the lakes because the fish are healthier due to living in water with extra nutrients.

Item 20

Scientists are finding many raccoons that are tangled in garbage.

What event MOST LIKELY caused this effect?

- A. tossing aluminum cans into the ocean
- B. dumping motor oil on the ground near local lakes
- C. using chemicals in homes and gardens to kill pests
- D. failing to recycle plastic bags and six-pack rings from soda pop cans

Item 21

Which statement BEST explains why conserving trees would be helpful to the air?

- A.** It would give people more shade during the summertime.
- B.** It would help increase oxygen and reduce carbon dioxide.
- C.** It would make natural building materials for people.
- D.** It would provide homes and shelter for animals.

Item 22

A student lives in a town that does not have a recycling program.

Which action will MOST LIKELY help protect the environment while the student is shopping?

- A.** bringing cloth bags
- B.** asking for plastic bags
- C.** buying bottled drinking water
- D.** choosing items with the most packaging

SCIENCE ADDITIONAL SAMPLE ITEM KEYS

Item	Standard/ Element	Characteristics of Science	DOK Level	Correct Answer	Explanation
1	S3L1a	S3CS8a	2	A	The correct answer is choice (A) Crab. Crabs use the coastal salt marshes as nursery areas. They eat other organisms found in salt marshes. Choice (B) is incorrect because whales are too large to live in shallow salt marshes; whales are found in the Atlantic Ocean region of Georgia. Choices (C) and (D) are incorrect because pocket gophers and gopher tortoises require dry soil, but salt marsh soils are wet.
2	S3L1a	S3CS8a	2	D	The correct answer is choice (D) swamps. Georgia's swamps are areas of land covered in still or slow-moving water. Alligators can hunt for food in the shallow water found in swamps. Choice (A) is incorrect because alligators cannot live in deep water away from land. Choices (B) and (C) are incorrect because mountains and Piedmonts, which are regions of rolling hills, are less well suited to support alligators because they do not have as much shallow water.
3	S3L1c	S3CS1b	2	D	The correct answer is choice (D) their webbed feet, which help them to swim. River otters are very well adapted to their aquatic habitats. Their webbed feet and streamlined bodies help them swim and chase their prey. Choice (A) is incorrect because many carnivores have sharp teeth to help them eat their prey. This characteristic does not make them better suited to live in water. Choice (B) is incorrect because many animals have thick fur for warmth. This feature helps organisms survive in cold climates, but it is not the characteristic that makes them best suited for a water habitat. Choice (C) is incorrect because long claws do not make the otter better suited to live in water. They use the claws to dig burrows.

Item	Standard/ Element	Characteristics of Science	DOK Level	Correct Answer	Explanation
4	S3L1d	S3CS4a	2	D	The correct answer is choice (D) The animals will move to a place that has more trees. Animals need food, shelter, and space to survive. If their habitat no longer fills those needs, they must find a new one to survive. Choice (A) is incorrect because this type of adaptation takes place over a long period of time. Choice (B) is incorrect because a forest fire will not cause animals to choose to live near a pond or a lake. Choice (C) is incorrect because not all animals hibernate and trees grow very slowly; animals could not hibernate for that amount of time. Animals hibernate for specific reasons such as seasonal changes.
5	S3E1b	S3CS8a	2	B	The correct answer is choice (B) texture and shape. The observations given for the mineral are texture (smooth) and shape (flat with rounded edges). Choice (A) is incorrect because the color is not described. Choice (C) is incorrect because neither the hardness nor the color was described. Choice (D) is incorrect because the hardness was not described.
6	S3E1d	S3CS1b	2	D	The correct answer is choice (D) The rock is being worn away by moving water. The rock is getting narrower because the water is wearing down the sides of the rock. Choice (A) is incorrect because wind could not reach the underwater rock. Choice (B) is incorrect because it is unlikely ice will form in a fast-moving river. Choice (C) is incorrect because gravity could not reduce the size of a rock.

Item	Standard/ Element	Characteristics of Science	DOK Level	Correct Answer	Explanation
7	S3E1c	S3CS8a	2	A	The correct answer is choice (A) clay. Clay is made up of very small particles. The spaces between the particles of clay are also very small. Both water and air move slowly through clay. Because of this, it is a poor choice for growing plants. Choice (B) is incorrect because plants grow well in loam soil. Choice (C) is incorrect because water drains easily through sand and plants do not grow well in it. Choice (D) is incorrect because silt has larger particles than clay and it is better for growing plants.
8	S3E1a	S3CS8a	2	D	The correct answer is choice (D) The object is a rock because it is made of two materials. Rocks are made of one or more minerals. Choice (A) is incorrect because not all minerals are hard. Choice (B) is incorrect because not all minerals are magnetic. Choice (C) is incorrect because not all rocks have a rough texture.
9	S3E2b	S3CS1b	2	C	The correct answer is choice (C) The leaf fell into mud and left an imprint when it decayed. A leaf left an imprint in mud that later hardened into rock. Fossils can be formed when organisms make impressions in sediment. When the sediment hardens, the impression, or mold, of the organism is preserved as a fossil. Choice (A) is incorrect because this fossil is in rock, not in ice. Choice (B) is incorrect because the fossil is an impression of a leaf. Choice (D) is incorrect because the fossil is in rock, not amber.

Item	Standard/ Element	Characteristics of Science	DOK Level	Correct Answer	Explanation
10	S3E2a	S3CS1b	2	D	The correct answer is choice (D) A fish that lived long ago turned to stone slowly. Fossils are evidence of organisms that lived long ago. Choice (A) is incorrect because fossils are evidence of organisms that lived long ago, and also, fish do not live in rock. Choice (B) is incorrect because fish do not and did not live in rock. Choice (C) is incorrect because fossils are evidence of organisms that lived long ago.
11	S3E2a	SC3S8a	2	A	The correct answer is choice (A) bones. Hard parts are preserved in fossils where soft parts are more likely to decompose. Choices (B) and (C) are incorrect because these are all soft parts that are not preserved. Choice (D) is incorrect because wings can have both soft and hard parts, making it less likely to form a fossil than the hard parts of an organism.
12	S3E2b	S3CS5a	2	B	The correct answer is choice (B) 1, 2, 4, 3. When an organism dies, it can become buried in mud and silt (sediments); the soft parts decompose and the hard parts, such as bone, teeth, or shells, remain. If these parts become buried, over millions of years minerals such as calcium carbonate replace these hard structures. Choices (A), (C), and (D) are incorrect because the shell does not change into a fossil until after it is buried in sediment.
13	S3P1a	S3CS8a	2	B	The correct answer is choice (B) using sandpaper on a stick. When sandpaper is rubbed against a stick, it produces heat from friction. This is the same way heat is produced when hands rub together. Choices (A) and (D) are incorrect because they produce heat by burning something, not from friction. Choice (C) is incorrect because the act of mixing chemicals does not produce heat from friction.

Item	Standard/ Element	Characteristics of Science	DOK Level	Correct Answer	Explanation
14	S3P1c	S3CS8a	2	C	The correct answer is choice (C) The temperature of the metal chair will be greater than that of the plastic chair. When placed in direct sunlight, the metal chair will become warmer than the plastic chair. Choice (A) is incorrect because both chairs will become warmer. Choices (B) and (D) are incorrect because the metal chair will become warmer than the plastic chair.
15	S3P1c	S3CS1b	3	A	The correct answer is choice (A) the white shirt, because it will reflect more heat than the black shirt. Lighter colors reflect more light. If more light is reflected, it cannot be turned into heat energy, so it will keep the student cooler. Choice (B) is incorrect because the white shirt, not the black shirt, would reflect more heat. Choice (C) is incorrect because the white shirt will absorb less heat than the black shirt. Choice (D) is incorrect because the black shirt will absorb more heat than the white shirt, which will keep the student hotter, not cooler.
16	S3P1d	S3CS5c	2	D	The correct answer is choice (D) A, C, B. Sample A has the thermometer with the lowest temperature, so it has the coldest water. Sample B has the highest temperature, so it has the hottest water. Choice (A) is incorrect because the water in Sample B has a higher temperature than the water in Sample C. Choices (B) and (C) are incorrect because they put Sample A, which has the coldest temperature, in the middle.
17	S3P2a	S3CS1b	2	C	The correct answer is choice (C) Some metal objects are attracted to magnets. Choice (A) is incorrect because magnetic attraction does not depend on the size of the object. Choice (B) is incorrect because not all heavy objects are attracted to magnets. Choice (D) is incorrect because plastic is not attracted to magnets.

Item	Standard/ Element	Characteristics of Science	DOK Level	Correct Answer	Explanation
18	S3P2b	S3CS8a	2	D	The correct answer is choice (D) The like poles of the magnets were placed together. Putting two north poles or two south poles together will cause the magnets to repel each other. Choice (A) is incorrect because the size of the magnet would not affect whether two magnets attract or repel each other. Choice (B) is incorrect because the distance between the magnets will not alter how they repel or attract each other. Choice (C) is incorrect because what the magnets are made of would not affect whether they repel or attract each other.
19	S3L2a	S3CS4a	3	A	The correct answer is choice (A) More algae grow in the lakes because of the extra nutrients. Fertilizers add nutrients to the water so that algae, which are single celled plants that live in colonies can reproduce in numbers that clog up lakes. Choice (B) is incorrect because the nutrients do not add oxygen to the water. Choice (C) is incorrect because more animals will not move into the lake area as a result of the extra nutrients as these nutrients affect plant growth, not animals. Choice (D) is incorrect because the nutrients do not directly affect the fish, so more birds would not be attracted to the lakes.
20	S3L2a	S3CS8a	2	D	The correct answer is choice (D) failing to recycle plastic bags and six-pack rings from soda pop cans. Many animals get entangled in plastic trash such as plastic shopping bags or the plastic rings on soda cans. Choice (A) is incorrect because tossing aluminum cans into the ocean would not cause land animals to become tangled in trash. Choice (B) is incorrect because although an oil spill is very harmful to marine life, it would not cause animals to get tangled in garbage. Choice (C) is incorrect because runoff from insecticides could cause animals to become sick, but it would not cause them to get caught in debris.

Item	Standard/ Element	Characteristics of Science	DOK Level	Correct Answer	Explanation
21	S3L2b	S3CS1b	2	B	The correct answer is choice (B) It would help increase oxygen and reduce carbon dioxide. Conserving trees would help increase oxygen and decrease carbon dioxide. Choice (A) is incorrect because while having more trees would give people shade, this is not something that will help the air. Choice (C) is incorrect because making more building materials is not a way to help the air. Choice (D) is incorrect because although trees provide homes and shelter for many animals, this does not help the air.
22	S3L2b	S3CS4a	3	A	The correct answer is choice (A) bringing cloth bags. By taking cloth bags to the grocery store, the student eliminates the consumption of paper or plastic bags to carry his or her groceries. Choices (B) and (C) are incorrect because shoppers should reduce or eliminate the use of plastic bags and bottles if they wish to help protect the environment. Choice (D) is incorrect because shoppers should choose items with the least amount of packaging to reduce the impact on the environment.

ACTIVITY

The following activity develops skills in Earth Science, Unit 2: Rocks and Soils.

Standards: S3E1c, S3CS1a, S3CS1b, S3CS4b, S3CS5c

Use this activity to observe topsoil types. You will then test each soil sample to determine which one holds the most water. Using your observation records, identify what properties of each soil affect its ability to retain water.

Before beginning, make sure that the following materials are available:

- plastic cup filled with potting soil
- plastic cup filled with clay
- plastic cup filled with sand
- hand lens
- sieve or strainer
- bowl

For the second part of this activity, the following materials will be needed:

- 4 cups with holes punched in the bottom
- pitcher of water
- small measuring cup
- large measuring cup

Part One:

Use a hand lens and sieve to compare the texture, particle size, and color of soil samples of potting soil, clay, and sand.

- Get three plastic cups each filled with a single type of soil: potting soil, clay, and sand.
- Observe the samples using a hand lens.
- Pour the sample through the sieve or strainer to understand the size of the particles.
- Then create a chart comparing the three samples. The chart may include drawings of the soil particles and should tell about the particle size, texture, and color of each sample.
- Use this information to predict which type of soil will hold the most water.

Example of chart:

Characteristics of Topsoils

Topsoil Sample	Texture	Particle Size	Color
Potting soil			
Clay			
Sand			

Part Two:

Test your prediction. Perform an experiment to see which type of topsoil holds the most water.

- Get four cups, water, a small measuring cup, and a large measuring cup.
- Each cup should have equal numbers of small holes punched out of the bottom.
- Fill one cup with clay, one with potting soil, and one with sand.
- In the fourth cup, create a mixture of the three soils.
- Be sure that each cup is filled with the same amount of soil.
- Take the first cup of soil and hold it over the large measuring cup. While holding it, pour $\frac{1}{2}$ cup of water, using the small measuring cup, into the cup containing the soil. After 2 minutes, record the amount of water that passed through the cup of soil into the large measuring cup. Then record the data in a table.

Example of a data table:

Soil Sample Data

Soil Sample	Amount of Water Lost After 2 Minutes	Amount of Water Held by Soil
Cup 1: potting soil		
Cup 2: clay		
Cup 3: sand		
Cup 4: mixed soil		

Repeat this activity for the three remaining cups of soil. Then use the data to calculate which sample absorbed or held the most water.

Write an explanation of the experiment and answer the following questions:

- Which sample held the most water?
- Which characteristics help the soil absorb or hold water?
- Was your original prediction correct? Why or why not?

ACTIVITY

The following activity develops skills in Physical Science, Unit 4: Heat Energy.

Standards: S3P1b, S3P1c, S3CS1a, S3CS1b, S3CS4b, S3CS5c

You will test the effects of insulation on water samples. An insulator slows the flow of heat. When it is cold outside, people put on layers of clothing to keep warm. The clothing acts as an insulator to stop heat from leaving your body. Different fabrics insulate better than others.

Before beginning, make sure that the following materials are available:

- 4 different fabric samples
- rubber bands
- 5 glasses
- pitcher of warm water
- 5 thermometers
- timer or clock

For the second part of this activity, the following materials will be needed:

- dark-colored fabric
- light-colored fabric
- rubber bands
- three glasses of ice
- lamp
- timer or clock

You will test fabrics to see which ones make the better insulators.

- Get 4 fabric samples, such as cotton, fleece, lace, and wool.
- Take time to observe the fabrics.
- Predict which fabric will be the best insulator.
- Get 5 thermometers and 5 glasses. (A separate thermometer for each glass will give the most accurate results.)
- Wrap fabric around 4 of the glasses and hold it in place with a rubber band. The fifth glass will be used as a control sample.
- Fill each glass to the same level with warm water.
- Place a thermometer in each glass and record the temperature of each of the water samples at the start of the experiment. Each sample should start at the same temperature.
- Check the temperatures again after 15 minutes, 30 minutes, and 45 minutes. Then record the data in a table.

**Example of a Data Table:
Insulator Data**

Water Sample	Initial Temperature of Water	Temperature After 15 Minutes	Temperature After 30 Minutes	Temperature After 45 Minutes
Cup 1: cotton				
Cup 2: fleece				
Cup 3: lace				
Cup 4: wool				
Cup 5: control				

Write an explanation of the experiment and answer the following questions:

- *Did the temperature of any of the samples go up or down? Did any stay the same?*
- *Based on your data, which fabric is the best insulator?*
- *Was your initial prediction correct? Why or why not?*

Investigate how the color of a material can affect the transfer of heat.

- Choose one of the fabrics from the first part of the activity. Get two pieces of the fabric. One piece should be a dark color and one should be a light color, such as black and white.
- Get three glasses of ice. Wrap two of the glasses of ice in fabric. The third glass will act as the control. Make sure to also cover the top of the cups. Rubber bands can be used to hold the fabric in place.
- Place each glass under a lamp or in direct sunlight. Check your glasses every ten minutes for a half hour. Record your observations, write an explanation of the experiment, and answer the following questions:
 - *Which glass of ice melted first?*
 - *Which glass of ice took the longest to melt?*
 - *Do different color fabrics absorb different amounts of heat than others?*

SOCIAL STUDIES

DESCRIPTION OF TEST FORMAT AND ORGANIZATION

The Grade 3 Social Studies EOG assessment has a total of 75 selected-response (multiple-choice) items.

The test will be given in two sections.

- You may have up to 70 minutes per section to complete Sections 1 and 2.
- You will have about 90 to 140 minutes for the complete Social Studies EOG assessment.

CONTENT

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

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

- History
- Geography
- Government and Civics
- Economics

ITEM TYPES

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

SOCIAL STUDIES DEPTH OF KNOWLEDGE EXAMPLE ITEMS

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

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

Example Item 1

DOK Level 1: This is a DOK level 1 item because it asks students to recall a fact about the life of a historical figure.

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. a. Paul Revere (independence), Frederick Douglass (civil rights), Susan B. Anthony (women's rights), Mary McLeod Bethune (education), Franklin D. Roosevelt (New Deal and World War II), Eleanor Roosevelt (United Nations and human rights), Thurgood Marshall (civil rights), Lyndon B. Johnson (Great Society and voting rights), and César Chávez (workers' rights).

Which of these people was BEST known as a leader in the United Nations?

- A. Eleanor Roosevelt
- B. Thurgood Marshall
- C. Frederick Douglass
- D. Mary McLeod Bethune

Correct Answer: A

Explanation of Correct Answer: The correct answer is choice (A) Eleanor Roosevelt. Eleanor Roosevelt was a delegate to the United Nations and was the chairperson of the United Nations Commission on Human Rights. Choice (B) is incorrect because Thurgood Marshall is known for his work as a lawyer and as a justice on the United States Supreme Court. Choice (C) is incorrect because Frederick Douglass lived before the United Nations was founded and he is known for his work as an abolitionist. Choice (D) is incorrect because Mary McLeod Bethune is known for her work as an educator.

Example Item 2

DOK Level 2: This is a DOK level 2 item because it requires interpreting the roles of the three branches of government.

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.

Anthony Kennedy is an associate justice of the United States Supreme Court. Which of these is one of his responsibilities?

- A. making laws
- B. raising taxes
- C. declaring war
- D. reviewing laws

Correct Answer: D

Explanation of Correct Answer: The correct answer is choice (D) reviewing laws. The United States Supreme Court is part of the judicial branch of the federal government. The judicial branch is responsible for reviewing laws, interpreting the Constitution of the United States, and ruling in cases involving state disputes. Choices (A), (B), and (C) are incorrect because they are the responsibilities of the legislative branch.

Example Item 3

DOK Level 3: This is a DOK level 3 item because it requires students to analyze a situation and make an inference to predict how a problem would be solved.

Social Studies Grade 3 Content Domain: Economics

Standard: SS3E2. The student will explain that governments provide certain types of goods and services in a market economy and pay for these through taxes and will describe services such as schools, libraries, roads, police/fire protection, and military.

Read the information in the box.

People in Oakton ask their city government to build a new school. The city does not have enough money to build the school.

What will the city government MOST LIKELY do to solve the problem described in the box?

- A. increase taxes for citizens
- B. ask teachers to pay for the school
- C. increase services available for citizens
- D. ask city workers to pay for the school

Correct Answer: A

Explanation of Correct Answer: The correct answer is choice (A) increase taxes for citizens. Governments provide certain services that are paid for through taxes. Choices (B), (C), and (D) are incorrect because these actions are not viable ways for city governments to raise money for city services.

SOCIAL STUDIES CONTENT DESCRIPTION AND ADDITIONAL SAMPLE ITEMS

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

The organization of Social Studies units in this guide is based on Frameworks developed by the Curriculum and Instruction Division of the Georgia Department of Education. The Social Studies section begins with Unit 2. Unit 1 focuses on over-arching themes and concepts, rather than specific standards. Unit 1 will, therefore, not be a part of the End-of-Grade assessment. These Frameworks can be accessed at <https://www.georgiastandards.org/Frameworks/Pages/BrowseFrameworks/socialstudiesK-5.aspx>.

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

CONTENT DESCRIPTION

The four domains (History, Geography, Government/Civics, and Economics) are fully integrated.

Some of the topics you will study in this guide are the following:

- Historical Figures (Paul Revere, Frederick Douglass, Susan B. Anthony, Mary McLeod Bethune, Franklin D. Roosevelt, Eleanor Roosevelt, Thurgood Marshall, Lyndon B. Johnson, and César Chávez)
- Positive character traits (cooperation, diligence, courage, and leadership)
- Ideas/movement of historical figures across time
- Location of the equator and the prime meridian
- Major rivers and mountain ranges in the United States
- Political maps
- Influence of the environment and cultural identification
- Greek Olympic Games
- Influence of ancient Greece on the United States
- Everyone has rights (civil, women's, education, human, voting, and workers')
- Separation of powers
- Levels of government
- The three branches of government at each level of government
- Government services
- Interdependence of consumers and producers
- Allocation of price
- Currency
- Productive resources
- Personal spending and saving choices

Unit 2: The Foundation of the United States of America

In this unit, you will learn about the early history of the foundation of the United States. You will learn about Paul Revere's actions and how they contributed to independence. You will also learn about location and how it affects the people in a given area.

KEY IDEAS

Changing Attitudes

During the 1770s, colonists started to see themselves as American instead of British. Britain thought that it should have the colonies' natural resources. Colonists thought that they should be able to use those resources themselves. (G2b, c, e)

KEY TERMS FOR UNIT 2

Equator: An imaginary line that divides the Northern Hemisphere from the Southern Hemisphere. It is halfway between the North Pole and the South Pole. It is also the line of 0° latitude. (G1c)

Latitude: Lines of latitude are parallel to the equator. They label northern and southern locations on Earth. (G1c)

Longitude: Lines of longitude are parallel to the prime meridian. They label eastern and western locations on Earth. (G1c)

Paul Revere: A colonial hero. In 1775, he warned colonists in Massachusetts that British soldiers were about to attack. (H2a, H2b)

Political map: A map that shows state or national boundaries. Political maps also often show the locations of big cities, roads, and bodies of water. (G2a, b)

Prime meridian: An imaginary line that divides Earth into the Eastern Hemisphere and the Western Hemisphere. It is also the line of 0° longitude. (G1c)

Positive character traits: Things about a person that make a good citizen. Some examples are cooperation, diligence, courage, and leadership. (CG2)

Sample Items 1–3

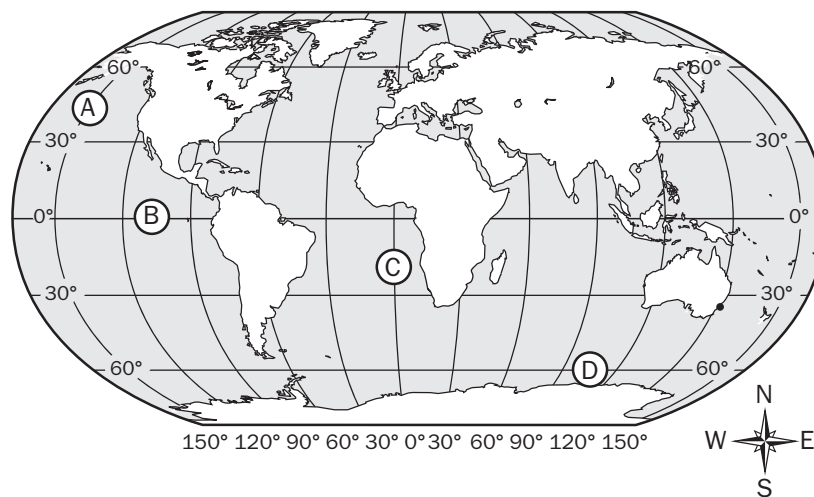
Item 1

I lived in Boston in the 1700s. One night I rode my horse to warn people that British soldiers were coming. Who am I?

- A. Paul Revere
- B. Frederick Douglass
- C. Thurgood Marshall
- D. Franklin D. Roosevelt

Item 2

Look at the map.

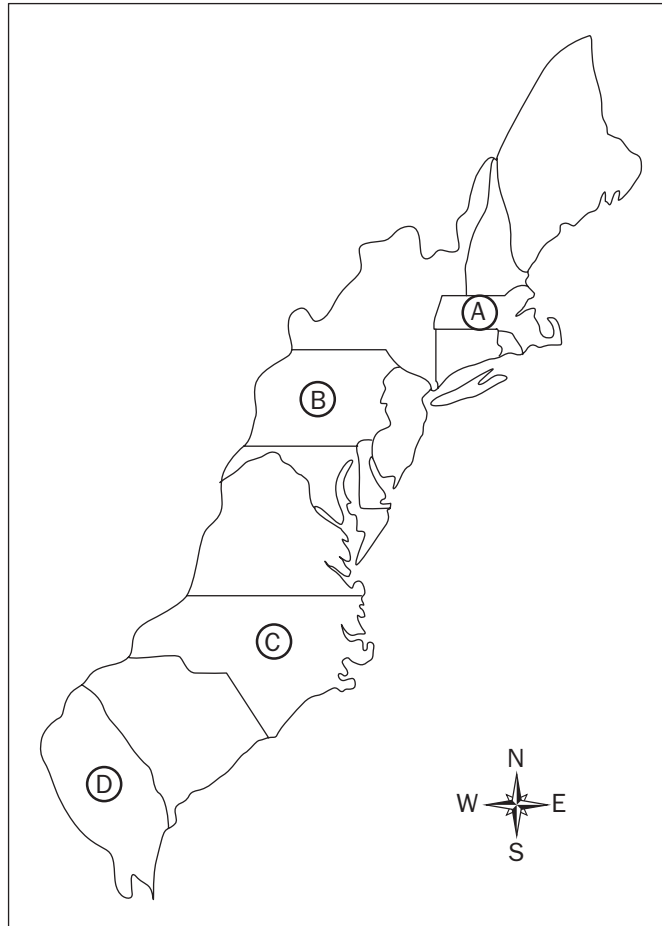


Which letter on the map shows the location of the equator?

- A. A
- B. B
- C. C
- D. D

Item 3

Look at the map.

Original Thirteen Colonies

Which letter on the map shows where Paul Revere lived?

- A. A
- B. B
- C. C
- D. D

Unit 3: Our Democratic Heritage

In this Government/Civics unit, you will learn how ancient Greek democracy in Athens influenced the development of democracy in the United States. You will examine the influence of Greek architecture, law, and the Olympic Games on the present. You will study the ancient Athenians' concept that communities should choose their own leaders. You will explore the three branches of government. You will learn how the government provides services for citizens in a market economy and pays for these through taxes.

KEY IDEAS

United States Government

The government collects taxes to pay for goods and services. These include things such as roads, schools, and libraries. Police, firefighters, and soldiers also work for the government. (E2)

Ancient Greece

We can thank ancient Greece for many things. Over 2,000 years ago, they held the first Olympic Games. Their ideas about government and architecture still influence us today. (H1a)

KEY TERMS FOR UNIT 3

Coins and currency: Money issued by a government. (E3d)

Direct democracy: When citizens make laws by voting directly for them. (H1b, c)

Representative democracy: When citizens elect leaders to represent their ideas in government. (H1b, c)

Separation of powers: The Founding Fathers wanted to create a government that would prevent one person from becoming too powerful, so they created three separate branches of government. Each branch of government has its own responsibilities, and the branches work together to make sure the government runs effectively. A branch of government may use its powers to check the powers of the other two branches of government. (CG1a)

Executive branch of government: This branch of the federal government includes the president, the vice president, and departments such as education, state, defense, and transportation. This is the branch that makes sure laws are carried out. (CG1b)

Judicial branch of government: This branch of the federal government is headed by the Supreme Court. Judges at the state and local levels hear court cases and hold trials. They also decide whether laws are constitutional. (CG1b)

Legislative branch of government: In the federal government, this branch is also called Congress. It is divided into two parts that are called the Senate and the House of Representatives. At the federal, state, and local levels, this branch makes new laws. (CG1b, CG1c)

Federal government: The body of government that has authority over the entire country. It is divided into the executive, legislative, and judicial branches. (CG1b, CG1c)

State government: A government that has authority over a state. It is divided into the executive, legislative, and judicial branches. (CG1b, CG1c)

Local government: Governments that have authority over towns, cities, and counties. They are divided into the executive, legislative, and judicial branches. (CG1b, CG1c)

Olympic Games: Athletic events held every four years in which countries compete against one another. These began in ancient Greece. They were held every four years just like they are now. (H1a)

Architecture: Architecture is the art and science of building. Buildings in the United States, such as the United States Supreme Court Building, have columns like the Parthenon in ancient Greece. (H1a)

Sample Items 4–7

Item 4

What are the three levels of government?

- A. city, state, and judicial
- B. national, state, and local
- C. state, executive, and local
- D. executive, legislative, and judicial

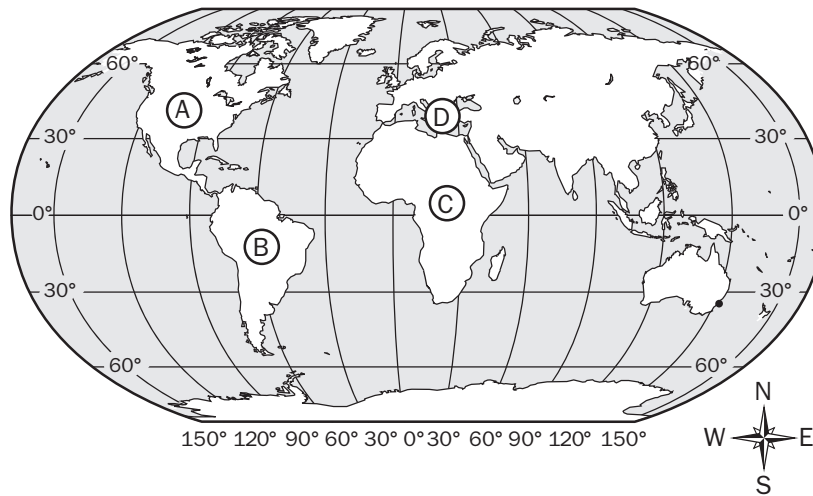
Item 5

Which is a responsibility of the legislative branch of government?

- A. passing laws
- B. vetoing laws
- C. enforcing laws
- D. explaining laws

Item 6

Look at the map.



Which letter on the map is closest to Greece?

- A. A
- B. B
- C. C
- D. D

Item 7

Ancient Athens had a direct democracy. How is this different from the representative democracy of the United States?

- A. In the United States, the president makes the laws.
- B. In the United States, people vote directly on each law.
- C. In the United States, the judicial branch makes the laws.
- D. In the United States, people vote for leaders to write laws.

Unit 4: Life, Liberty, and the Pursuit of Happiness

In this unit, you will continue the study of the foundation of the United States. You will examine the beliefs and ideals of certain historical figures in order to explain why they made the choices they did. You will also learn about the relationship between geographic locations and the choices made by producers and consumers and how it affects people in a given area.

KEY IDEAS

Founding Principles of the United States

The title of this unit comes from founding documents of the United States. Early in American history, not all people were treated equally. Women, African Americans, and others had to fight for equality. That process is still going on today. (H2b, G2c, e)

KEY TERMS FOR UNIT 4

Susan B. Anthony: A woman who fought for equality for women and African Americans before and after the Civil War. (H2a, G2d)

Mary McLeod Bethune: An African American woman who worked to provide educational opportunity to African Americans. (H2a, G2d)

Frederick Douglass: An African American who escaped slavery and worked to end it. (H2a, G2d)

Civil rights: Civil rights are basic rights that every citizen has under the laws of the government. Civil rights for every person means that regardless of gender, race, religion, ethnicity, age, or disability, a person should not be discriminated against. Civil rights include the rights to free expression, religion, assembly, and a fair trial. (H2b)

Women's rights: The belief that women should have the same political and social rights as men. (H2a)

Abolitionist: A person who wanted to end slavery. (H2a)

Social barrier: A barrier is something that makes it difficult to make progress or achieve a goal. For example, when women were not given the same rights as men, this was a social barrier. (H2b)

Positive character traits: Things about a person that make a good citizen. Some examples are cooperation, diligence, courage, and leadership. (CG2)

Unalienable rights: Rights that all people are born with that cannot be given or taken away. These include the rights to life, liberty, and the pursuit of happiness. (H2a)

Major rivers: There are over 3.5 million miles of rivers in the United States. Major rivers include the Mississippi, the Ohio, the Rio Grande, the Colorado, and the Hudson. (G1a, G2)

Sample Items 8–11

Item 8

What is Susan B. Anthony BEST known for?

- A. fighting for rights for women
- B. helping people get new jobs
- C. sending food to other countries
- D. teaching children from poor families

Item 9

Read the information in the box.

Frederick Douglass was born a slave in Maryland. When he was a child, he began to learn to read. The man he was living with soon stopped his lessons. The man said learning to read would make him unhappy. Frederick still wanted to learn to read. He thought that reading would help him.

How did Douglass react when the man stopped teaching him to read?

- A. He continued learning so he could escape from slavery.
- B. He wrote a newspaper to help slaves plan their escapes.
- C. He wrote songs to help slaves express their feelings of sadness.
- D. He wrote letters to slave owners asking them to free their slaves.

Item 10

Read the information in the box.

Leon went to a farmers market. He bought fresh fruits and vegetables from a local farmer named Lily. Lily used Leon's money to buy more seeds to plant.

Which statement about Leon and Lily is TRUE?

- A. Lily is the producer because she owes Leon money.
- B. Lily is the consumer because she grows fruits for Leon.
- C. Leon is the consumer because he buys his food from Lily.
- D. Leon is the producer because he gives Lily money for seeds.

Item 11

What right did Mary McLeod Bethune work for?

- A. women's right to vote
- B. people's right to a fair trial
- C. children's right to education
- D. government's right to collect taxes

Unit 5: Rights and Freedoms for Everybody

In this History unit, you will learn about social barriers, restrictions, and obstacles that some people had to overcome to achieve their goals. You will examine the civil rights movement, discrimination, and voting rights. You will also learn about location and how it affects people in a given area.

KEY TERMS

Lyndon B. Johnson: A president of the United States. He was a strong supporter of civil rights for African Americans. (H2a, G2c, d)

Thurgood Marshall: The first African American to become a Supreme Court justice. (H2a, G2c, d)

Eleanor Roosevelt: The wife of President Franklin Roosevelt. She worked to advance human rights and helped create the United Nations. (H2a, G2c, d)

Discrimination: Treating a person differently because of his or her race, ethnicity, or gender. (H2b)

Civil rights: Civil rights are basic rights that every citizen has under the laws of the government. Civil rights for every person means that regardless of gender, race, religion, ethnicity, age, or disability, a person should not be discriminated against. Civil rights include the rights to free expression, religion, assembly, and a fair trial. (H2b)

United Nations: An organization of nations formed after World War II to keep world peace, promote justice, and establish human rights. (H2a)

Human rights: The basic rights and freedoms of all people. (H2a)

Voting Rights Act of 1965: Made it illegal to stop African Americans from voting. (H2a)

Great Society: A group of programs created by President Lyndon B. Johnson. The programs included medical aid for the elderly and helped the poor with education, housing, and jobs. (H2a)

Public service: Public service is doing a job that helps the community. (H2a)

Positive character traits: Things about a person that make a good citizen. Some examples are cooperation, diligence, courage, and leadership. (CG2)

Major mountain ranges: Major mountain ranges in the United States include the Rocky Mountains and the Appalachian Mountains. (G1a, b, G2)

Sample Items 12–15

Item 12

When did Eleanor Roosevelt MOST show cooperation?

- A. when she taught history at a girls' school
- B. when she wrote a daily newspaper story about her life
- C. when she held a press meeting only for female reporters
- D. when she worked with the president to improve conditions around the country

Item 13

How did Thurgood Marshall help advance civil rights?

- A. He led the movement against slavery.
- B. He gave speeches throughout the country.
- C. He represented people in the court system.
- D. He walked in marches to protest unfair laws.

Item 14

For which type of rights is Eleanor Roosevelt MOST well known?

- A. civil rights
- B. voting rights
- C. human rights
- D. workers' rights

Item 15

What was the MAIN purpose of President Lyndon B. Johnson's Great Society programs?

- A. to end World War II
- B. to improve the lives of the poor
- C. to help end the Great Depression
- D. to help women get the right to vote

Unit 6: The Work Force in a Democracy

In this Economics unit, you will study the workings of democracy and what government does for its citizens. You will look at the benefits and costs of personal spending and savings choices. You will learn about needs and wants.

KEY IDEAS

Government Services

Government provides things that citizens need, like roads, schools, and libraries. Police, firefighters, and soldiers also work for the government. The government collects taxes from citizens to pay for these important things. (E2)

KEY TERMS FOR UNIT 6

Coins and currency: Money issued by a government. (E3d)

Economic interdependence: Everyone in an economy relies on others to produce things that they cannot make for themselves. Producers also rely on consumers to purchase the goods and services they offer. (E3a)

Personal finance: It is important for individuals to wisely manage and save their money. (E4)

Price: The cost a consumer must pay to purchase a good or service from a producer. (E3a, b)

Franklin D. Roosevelt: A president of the United States. He was president during most of the Great Depression and passed many laws to improve the economy. (H2a)

New Deal: A group of programs put in place by President Franklin D. Roosevelt to help the U. S. economy after the Great Depression. The New Deal helped people find new jobs and learn new job skills. (H2a)

Human resource: The labor that creates goods. (E1b)

Need: Something that you have to have and cannot do without, such as food. (E4)

Want: Something that you would like to have, but it is not necessary. (E4)

Trade: The act of exchanging one thing for another. (E3)

Voluntary exchange: The free exchange of goods and services between buyers and sellers. In voluntary exchange, both the buyer and the seller get what they want in the trade. (E3)

Good: A good is something people can use, such as food, clothing, or video games. (E3b)

Service: A service is something that someone does for you, such as a haircut. (E3b)

Benefit: A benefit is something you gain from doing something. For example, a benefit of putting money in a savings account is that you have money to use later. (E4)

Sample Items 16–20

Item 16

Read the information in the box.

In 1933, Franklin D. Roosevelt became president of the United States. Many people had lost their jobs. People worried about the future. In a speech to the country, President Roosevelt said, "...the only thing we have to fear is fear itself."

Why did Franklin D. Roosevelt say this to the American people?

- A. to explain it is all right to be afraid
- B. to ask them to support the war effort
- C. to encourage people to not give up
- D. to prove that he could fix the problems people faced

Item 17

President Franklin D. Roosevelt worked with leaders of other countries for world peace. What does this MOST show about him?

- A. He was honest.
- B. He was tolerant.
- C. He believed in liberty.
- D. He believed in cooperation.

Item 18

Which is a service provided by the government?

- A. car repair
- B. gardening
- C. mail delivery
- D. housecleaning

Item 19

Which statement is TRUE about currency?

- A. Most countries create their own currency.
- B. Most countries use the dollar as their currency.
- C. Countries are not allowed to change their currency.
- D. Countries with different currency cannot trade with each other.

Item 20

Look at the information in the chart.

Cara's Financial Record for the Month of April			
Money Earned		Money Spent	
Allowance	\$10.00	Gift for friend	\$ 5.00
Gifts	\$15.00	Video game	\$30.00
Lemonade stand	\$12.50	Savings	\$ 2.50
Total	\$37.50	Total	\$37.50

Which statement is TRUE based on the financial record?

- A. Cara saved \$10.00 during the month of April.
- B. Cara spent \$5.00 more than she earned in April.
- C. Cara's earnings and spending are the same for April.
- D. Cara's greatest expense in April was a gift for a friend.

Unit 7: Rights of Workers in the United States

In this Economics unit, you will learn about the problems faced by some workers in the United States. You will study production and goods and services. You will look at goods that are produced locally, nationally, and internationally.

KEY TERMS FOR UNIT 7

César Chávez: A Mexican American who organized migrant farmworkers. His work resulted in better pay and working conditions for those workers. (H2a, b, G2b, c)

Migrant farmworker: A seasonal farmworker who travels from place to place to find work. (H2a)

Positive character traits: Things about a person that make him or her a good citizen. Some examples are cooperation, diligence, courage, and leadership. (CG2, G2d)

Productive resources: Things used to make goods and services for consumers. Examples include natural resources, human resources, capital resources, and entrepreneurship. (E1, E3c)

Natural resources: Things found in nature that people use, such as land. (E1a)

Human resources: The labor that creates goods and provides services. (E1b)

Capital resources: The factories, machines, and technology used to make goods or to provide services. (E1c)

Entrepreneurship: The process of starting and operating a business. A person often takes on financial risks as part of this process. (E1d)

Interdependence: Interdependence occurs when people and countries depend on one another to provide each other's economic wants. Interdependence is the result of specialization. (E3a)

Sample Items 21–23

Item 21

What was one way César Chávez helped increase workers' rights?

- A. He led strikes by auto workers.
- B. He helped farmworkers get better pay.
- C. He improved conditions for workers in coal mines.
- D. He lowered the number of hours for railroad workers.

Item 22

Look at the chart.

People	Leader
African Americans	Frederick Douglass
Women and African Americans	Susan B. Anthony
Workers	?

Which name **BEST** completes the chart?

- A. César Chávez
- B. Eleanor Roosevelt
- C. Thurgood Marshall
- D. Mary McLeod Bethune

Item 23

Look at the map.



According to the map, which statement is **TRUE**?

- A. The United States makes all the goods it uses.
- B. The United States sells goods to every country.
- C. Consumers only buy goods made in the United States.
- D. Consumers in the United States buy goods from other countries.

SOCIAL STUDIES ADDITIONAL SAMPLE ITEM KEYS

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
1	SS3H2a	2	A	The correct answer is choice (A) Paul Revere. Paul Revere lived in Boston, Massachusetts, in the 1700s and warned people in Lexington and Concord when British troops were on the way. Choices (B), (C), and (D) are incorrect because none of these people lived in the 1700s or fought for freedom against Britain.
2	SS3G1c	1	B	The correct answer is choice (B). The letter B is located on the equator. Choices (A) and (C) are incorrect because they are on lines of longitude. Choice (D) is incorrect because it is on a line of latitude that is not the equator.
3	SS3G2a	1	A	The correct answer is choice (A) because the letter A is in Massachusetts. Choices (B), (C), and (D) are incorrect because although Paul Revere may have visited several of these colonies, he lived and worked in Boston, Massachusetts.
4	SS3CG1b	1	B	The correct answer is choice (B) national, state, and local. These are the levels of government. Choices (A) and (C) are incorrect because they include only some of the correct levels of government. Choice (D) identifies the three branches of government within each level of government.
5	SS3CG1c	1	A	The correct answer is choice (A) passing laws. Congress makes up the legislative branch. One responsibility of Congress is passing laws. Choices (B) and (C) are incorrect because they are responsibilities of the executive branch. Choice (D) is incorrect because it is a responsibility of the judicial branch.
6	SS3G1d	1	D	The correct answer is choice (D). The letter D is the closest to the country of Greece on the map. Choices (A), (B), and (C) are incorrect because they do not show where Greece is located.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
7	SS3H1c	3	D	The correct answer is choice (D) In the United States, people vote for leaders to write laws. The United States has a representative democracy. Voters elect representatives to represent their ideas in government. Choices (A) and (C) are incorrect because they are not true about the United States. Choice (B) is not correct because it describes a direct democracy, not the representative democracy of the United States.
8	SS3H2a	1	A	The correct answer is choice (A) fighting for rights for women. Susan B. Anthony was one of the leaders of the women's suffrage movement. Choices (B), (C), and (D) are incorrect because they do not best describe Susan B. Anthony's work.
9	SS3G2c	3	A	The correct answer is choice (A) He continued learning so he could escape from slavery. Douglass's learning to read and overhearing comments about that gave him the knowledge he needed to eventually escape slavery. Choices (B), (C), and (D) are incorrect because they do not describe actions Douglass took.
10	SS3E3a	2	C	The correct answer is choice (C) Leon is the consumer because he buys his food from Lily. Leon is a consumer because he purchases food from Lily. Choice (A) is incorrect because the act of producing has nothing to do with owing money. Choices (B) and (D) are incorrect because they use the terms <i>consumer</i> and/or <i>producer</i> incorrectly.
11	SS3H2a	1	C	The correct answer is choice (C) children's right to education. Mary McLeod Bethune advocated education as a method of achieving racial equality. Choices (A), (B), and (D) are incorrect because Mary McLeod Bethune did not work in these areas.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
12	SS3CG2a	2	D	The correct answer is choice (D) when she worked with the president to improve conditions around the country. After President Roosevelt was stricken with polio, Eleanor became much more politically active. She traveled around the country and reported on working conditions and other issues to the president. Choice (A) is incorrect because it provides an example of her leadership. Choice (B) is incorrect because Eleanor Roosevelt wrote the column to share her views on issues and events. Choice (C) is incorrect because it is an example of how she expressed her views on equality.
13	SS3H2a	2	C	The correct answer is choice (C) He represented people in the court system. Marshall argued cases before the Supreme Court, winning landmark cases such as <i>Brown v. Board of Education</i> . He later became the first African American to serve on the Supreme Court. Choice (A) is incorrect because it describes Frederick Douglass. Choice (B) is incorrect because Marshall did not give speeches. Choice (D) is incorrect because it describes the work of Martin Luther King, Jr.
14	SS3H2a	1	C	The correct answer is choice (C) human rights. Eleanor Roosevelt was a social reformer who chaired the Human Rights Commission of the United Nations and was instrumental in writing the Universal Declaration of Human Rights. Choices (A), (B), and (D) are incorrect because they do not encompass all of the rights and freedoms included in human rights.
15	SS3H2b	2	B	The correct answer is choice (B) to improve the lives of the poor. Lyndon B. Johnson's Great Society programs aimed to "end poverty and racial injustice." Choice (A) is incorrect because World War II ended many years before Johnson was president. Choice (C) is incorrect because Johnson was not president immediately following the Great Depression. Choice (D) is incorrect because women's equality was not the primary focus of the Great Society programs.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
16	SS3CG2a	2	C	The correct answer is choice (C) to encourage people to not give up. The quotation is from Franklin D. Roosevelt's inaugural address during the peak of the Great Depression. Choices (A), (B), and (D) are incorrect because they do not support the time or intent of the speech.
17	SS3CG2a	2	D	The correct answer is choice (D) He believed in cooperation. Roosevelt worked with other world leaders to achieve world peace. Choices (A), (B), and (C) are incorrect because they do not show the quality of cooperation as much as working with leaders to achieve world peace.
18	SS3E2	1	C	The correct answer is choice (C) mail delivery. Mail is an example of a service provided by the government. Choices (A), (B), and (D) are incorrect because they are privately owned businesses, not services provided by the government.
19	SS3E3d	2	A	The correct answer is choice (A) Most countries create their own currency. Choice (B) is incorrect because the majority of countries have their own currency. Choice (C) is incorrect because countries can change their currency. Choice (D) is incorrect because when countries have different currencies, they use an exchange rate to compare values.
20	SS3E4	3	C	The correct answer is choice (C) Cara's earnings and spending are the same for April. She earned and spent \$37.50. Choice (A) is incorrect because Cara saved \$2.50 in April. Choice (B) is incorrect because Cara's earnings and spending are the same for April. Choice (D) is incorrect because a video game was Cara's greatest expense in April.
21	SS3H2a	2	B	The correct answer is choice (B) He helped farmworkers get better pay. César Chávez organized laborers and dedicated his life to improving the pay and working conditions for farmworkers. Choices (A), (C), and (D) are incorrect because César Chávez concentrated on the welfare of farmworkers, not auto, mine, or railroad workers.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
22	SS3H2a	2	A	The correct answer is choice (A) César Chávez. César Chávez led a nonviolent boycott in protest of poor pay and working conditions for farmworkers. Choice (B) is incorrect because Eleanor Roosevelt worked for human rights internationally. Choice (C) is incorrect because Thurgood Marshall worked for civil rights. Choice (D) is incorrect because Mary McLeod Bethune worked to improve education for African American students.
23	SS3E3c	3	D	The correct answer is choice (D) Consumers in the United States buy goods from other countries. The map shows three imports from other countries. Choices (A), (B), and (C) are incorrect because they are not logical inferences based on the map.

ACTIVITY

The following activity develops skills in Unit 3: Our Democratic Heritage.

Standards: SS3CG1a, SS3CG1b, SS3CG1c, SS3E2

Explore the three levels of government, the three branches in each level of government, and the separation of power between the branches.

In this activity, work alone or with a parent, sibling, or friend to create a poster or diagram showing one of the following topics you have studied this year:

- separation of power between branches of government
- separation of power between levels of government
- three levels of government and their responsibilities
- three branches of government and their responsibilities
- government collection and use of taxes to pay for services

Include important information about the topic in the poster or diagram.

- For example, you may wish to make a poster showing the three branches of government. Underneath each branch, list some of the important things that branch does.

Use available print and online resources to gather facts and information.

ACTIVITY

The following activity develops skills in Unit 7: Rights of Workers in the United States.

Standards: SS3E1a, SS3E1b, SS3E1c, SS3E1d, E3c

In this activity, you will become an entrepreneur.

Create a business plan that has the following:

- name of business
- description of business
- list of productive resources required
- list of workers' rights
- flier advertising what you are selling
- a description of the product
- the cost of the product
- who will buy the product

You can do research to help get ideas. You can write the components for your plan or create it electronically. Share your business plans with family or friends. Discuss whether you think the business would succeed.

APPENDIX A: LANGUAGE PROGRESSIVE SKILLS, BY GRADE

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

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

* Subsumed by L.7.3a

† Subsumed by L.9-10.1a

† Subsumed by L.11-12.3a

APPENDIX B: CONDITION CODES

The student response is flawed for various reasons and will receive a condition code. Students who receive a condition code have a score of zero (0).

- For the extended writing tasks, both traits receive a score of 0. For Trait 1: Ideas 0 out of 4 possible points and for Trait 2: Language Usage 0 out of 3 points. (Or 0 points out of a possible 7 points.)
- For the narrative item, the score is 0 out of a possible 4 points.

CODE	Performance Scoring: Code Description	Full Description
A	Blank	<ul style="list-style-type: none"> • Blank • Student's response did not contain words. • In some instances, student may have drawn pictures.
B	Copied	<ul style="list-style-type: none"> • Student's response is not his/her own work. • Student does not clearly attribute words to the text(s). • Student copies from the text(s) that serve as writing stimulus.
C	Too Limited to Score/Illegible/ Incomprehensible	<ul style="list-style-type: none"> • Student's response is not long enough to evaluate his/her ability to write to genre or his/her command of language conventions. • Response is not able to be deciphered. • An illegible response does not contain enough recognizable words to provide a score. • An incomprehensible paper contains few recognizable English words or it may contain recognizable English words arranged in such a way that no meaning is conveyed.
D	Non-English/ Foreign Language	<ul style="list-style-type: none"> • Written in some language other than English. • The writing items/tasks on the test require the student to write in English.
E	Off Topic/Off Task/ Offensive	<ul style="list-style-type: none"> • Student may have written something that is totally off topic (e.g., major portion of response is unrelated to the assigned task). • Student response did not follow the directions of the assigned task (i.e., off task). • Student uses inappropriate or offensive language/picture.

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

