

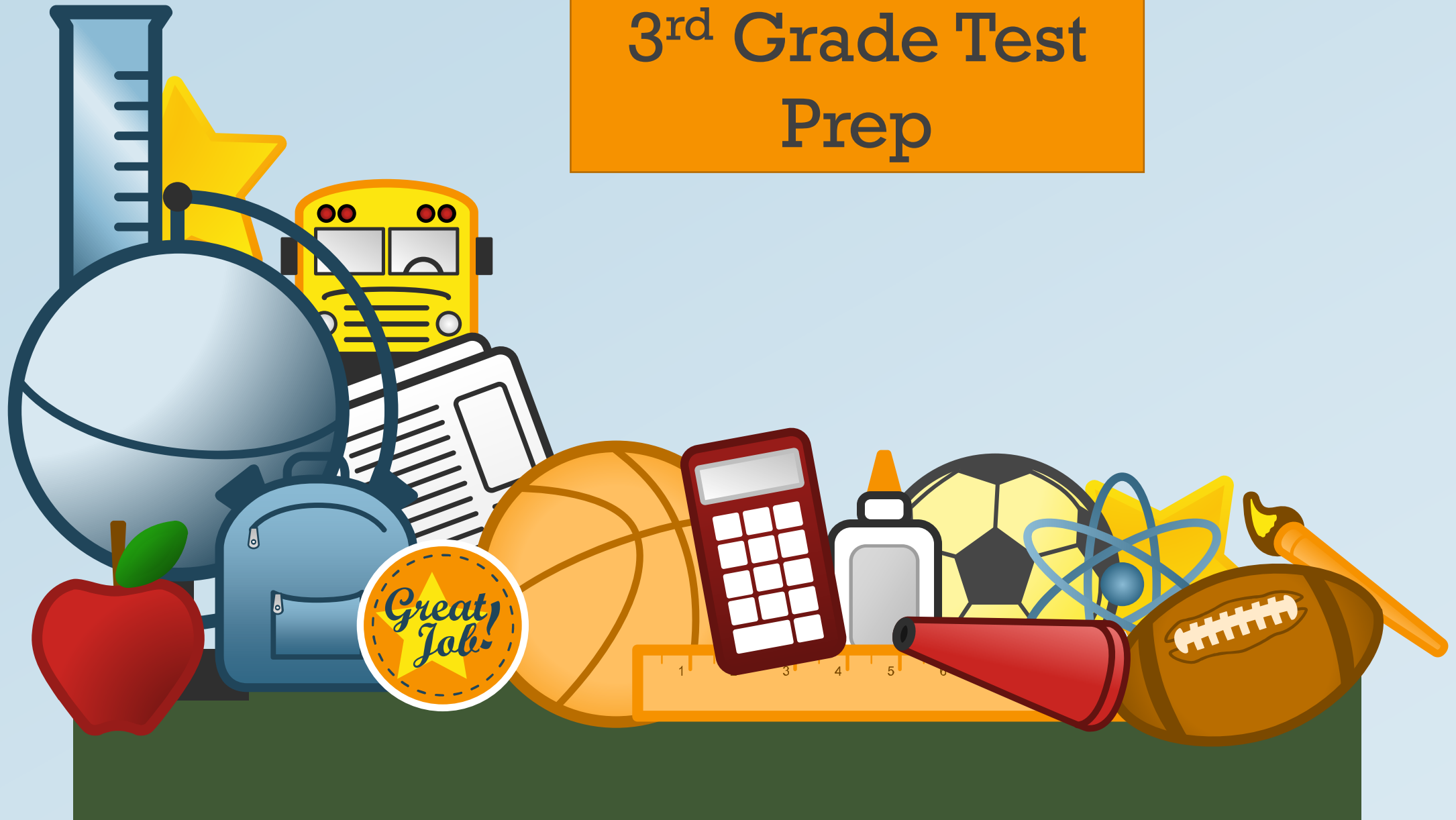
Georgia Milestones Assessment



Manning Oaks ES
2019-2020

1st
Students

3rd Grade Test Prep



Units Taught throughout the Year

Reading:

- Three Fiction Units focusing on story elements.
- Two Non Fiction Units focusing on main idea/supporting details and text features.

Writing:

- Narrative Unit focusing on descriptive words, dialogue and sequence of events.
- Information Unit focusing on text structure and text features.
- Opinion Unit focusing on developing a clear thesis statement and supporting your thesis with evidence.

Current Test Prep Unit

Reading:

- Week One focusing on various types of selected response questions with a narrative text.
- Week Two focusing on various types of selected response questions with a narrative **nonfiction** text.
- Week Three focusing on various types of selected response questions with a expository nonfiction text.
- Week Four will be review of all types of texts and questions.

Writing:

- Week One focusing on 2-Point Constructed Response questions in a narrative text.
- Week Two focusing on 4-Point Extended Response questions based on narrative and nonfiction texts.
- Week Three focusing on 7-Point Extended Informational Response based on nonfiction texts.
- Week Four focusing on 7-Point Extended Opinion Response based on nonfiction or narrative texts.

Test Items and Exemplars



ENGLISH LANGUAGE ARTS (ELA)

Rectangular Snip

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.

- Section 1 will be given on Day 1. You will be given a maximum of 90 minutes to complete the section.*
- Sections 2 and 3 will be given over one or two days. You may have up to 75 minutes to complete each section.

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.

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.

DESCRIPTION OF TEST FORMAT AND ORGANIZATION

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The test will be given in three sections.

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

CONTENT

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

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

- Reading and Vocabulary
- Writing and Language

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

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

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

ITEM TYPES

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

Example Item # 1: Selected Response

Selected-Response

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

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

Genre: Informational

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

Which sentence BEST states the main idea of the passage?

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

Correct Answer: B

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

Example Item # 2: 2-Point Constructed Response

Constructed-Response

DOK Level 3: This is a DOK level 3 item because students need to determine the ideas that are connected by cause and effect in two paragraphs and describe how the author uses this method of connection.

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

Genre: Informational

Standard: ELAGSE3RI8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Explain how the author uses cause and effect to connect ideas in paragraphs 3 and 4.

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

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2- Point Constructed Response Scoring Rubric and Exemplar

Scoring Rubric

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

Exemplar Response

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

Example Item # 3: 4-Point Extended Response

At the end of the story, Max decides to start a dog-washing business. Write your own story about Max's first day washing dogs.

Be sure to include ideas from the story when writing your own story. **Type your answer in the space provided.**

A large rectangular text input area with a vertical scrollbar on the right side. The input area is empty, and the scrollbar is positioned on the right edge, indicating that the text area is scrollable.

4-Point Extended Response Scoring Rubric

FOUR-POINT HOLISTIC RUBRIC

Score	Description
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
1	<p><i>The student's response provides evidence of an attempt to write a narrative based on text as a stimulus.</i></p> <ul style="list-style-type: none">• Response is a summary of the story• Provides a weak or minimal introduction of a situation or a character• May be too brief to demonstrate a complete sequence of events• Shows little or no attempt to use dialogue or description to develop experiences and events or show the response of characters to situations• Uses words that are inappropriate, overly simple, or unclear to convey any sense of event order• Provides a minimal or no sense of closure• May use few, if any, ideas or details from source material• Has frequent major errors in usage and conventions that interfere with meaning

4-Point Extended Response Exemplar and Explanation

At the end of the story, Max decides to start a dog-washing business. Write your own story about Max's first day washing dogs.

Be sure to include ideas from the story when writing your own story. **Write your answer on the lines on your answer document.**

Max had decided that his next job would be dog-washing. He brought muddy Roxy back to the Smiths house. Max had remembered that his parents had asked the Smiths when he wanted to start his dog-walking business. "I would be glad to wash all of that mud off of Roxy," said Max. "Ok," said Mr. Smith. Max walked to his house. "Roxy, Dad!" yelled Max. Max told his parents that he gotten a new business idea while on the walk with Roxy. Max explained what had happened with the dog and the mud. Just like making a map to prepare for the walk, Max decided to make a list for the wash. He would need: towels, soap, water, a scrubber, and a bucket. Max's father said to him "you will have to make money to buy supplies. I will help you out this one time." Max's father went to find the items on Max's list. While he was waiting he wrote down how he planned on cleaning the dog. Eventually Max was able to get Roxy to sit still and he was able to clean all the mud off of her. Roxy gave a full body shake when he was done. Max put his hands on his hips and said "I can really do this." Max brought a clean Roxy back to the Smiths house.

- The response establishes a situation (Max's next job as a dog washer) and introduces several characters (Max, Roxy, the Smiths, and Max's parents).
- The response has an event sequence that unfolds naturally with a beginning ("Max had decided that his next job would be dog-washing"), middle (Max explains his business idea to his parents, enlists the help of his father with needed supplies, and cleans the mud off of Roxy), and ending ("Max brought a clean Roxy back to the Smiths house").
- There are a variety of words and phrases used to signal the sequence of events ("brought," "remembered," "when," "walked," "told," "while," "explained," "making," "prepare," "decided," "waiting," "planned").
- The narrative techniques of dialogue ("I would be glad to wash all of that mud off of Roxy") and description ("Roxy gave a full body shake when he was done") are used to develop experiences.
- The student effectively integrates details from the source material into the narrative ("Max had remembered that his parents had asked the Smiths ...," "... he gotten a new business idea while on the walk with Roxy").
- While there are a few errors, they do not interfere with meaning ("max," "happend," "Eventually").

Example Item # 3: 7-Point Extended Response

Extended Writing-Response

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

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

Genre: Informational

Standards:

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

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

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

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

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

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

These are the titles of the passages you will read:

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

The History of Roller Skates

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

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

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

The Skates in the Closet

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

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

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

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

Think about the ideas in BOTH 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**.

Writer's Checklist

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.
- Identify the passages by title or number when using details or facts directly from the passages
- Develop your ideas clearly and use your own words, except when quoting directly from the passages.
- Use linking words to connect ideas.
- Use clear language and vocabulary.
- Have a strong conclusion that supports the information presented.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

Now write your informational piece on your answer document. Refer to the Writer's Checklist as you write and proofread your piece.

ENGLISH LANGUAGE ARTS

SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 1 for Informational/Explanatory Genre

Writing Trait	Score	Description
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:</i> <ul style="list-style-type: none"> Blank Copied Too Limited to Score/Illegible/Incomprehensible Non-English/Foreign Language Off Topic/Off Task/Offensive

ENGLISH LANGUAGE ARTS

SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 2 for Informational/Explanatory Genre

Writing Trait	Score	Description
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:</i> <ul style="list-style-type: none"> Blank Copied Too Limited to Score/Illegible/Incomprehensible Non-English/Foreign Language Off Topic/Off Task/Offensive

7- Point Constructed Response Exemplar

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

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

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

Mathematics

DESCRIPTION OF TEST FORMAT AND ORGANIZATION

The Grade 4 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 4 Mathematics EOG assessment will measure the Grade 4 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 in Base 10
- Number and Operations—Fractions
- Measurement and Data
- Geometry

Example Item # 1: Selected Response

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

Mathematics Grade 3 Content Domain: Measurement and Data

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

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

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

Correct Answer: A

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

Example Item # 2: Constructed Response

ITEM 1: CONSTRUCTED-RESPONSE

MGSE3.NF.2

1. Look at point A on the number line.



Point A represents a fraction.

$\frac{1}{\square}$

What number belongs in the box to represent point A? Explain how you found your answer.
Write your answer in the space provided on your answer document.

Scoring Guide

Item 1 Information

Standard: MGSE3.NF.2

Understand a fraction as a number on the number line; represent fractions on a number line diagram.

- a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.

Item Depth of Knowledge: 2

Basic Application of Skill/Concept
Student uses information, conceptual knowledge, and procedures.

ITEM-SPECIFIC SCORING RUBRIC

Score	Rationale
2	<p>Response demonstrates a complete understanding of the standard.</p> <p>Give 2 points for student identifying the denominator as 4 and providing a complete, correct explanation that shows the student sees the interval from 0 to 1 as having 4 equal sections (or equivalent).</p> <p><u>Exemplar Response:</u></p> <p>The number that goes in box is 4. (1 point)</p> <p>AND</p> <p>From 0 to 1 is divided into 4 equal parts. Point A is $\frac{1}{4}$. (1 point)</p> <p>OR</p> <p>other valid response</p>
1	<p>Response demonstrates a partial understanding of the standard.</p> <p>Student earns 1 point for answering 1 key element.</p> <p>OR</p> <p>Give 1 point when student identifies a different denominator <u>and</u> provides an explanation that shows an understanding of equal parts from 0 to 1.</p>
0	<p>Response demonstrates little to no understanding of the standard.</p> <p>Student earns 0 points because the student does not show an understanding that fractions represent equal parts of a whole.</p>

Example Item # 2: Constructed Response Exemplar

STUDENT RESPONSES

MGSE3.NF.2

Response Score: 2

4. because each dash
increases by $\frac{1}{4}$ on the number
line

The response demonstrates a complete understanding of the standard being tested. The student correctly shows that 4 is the denominator of the fraction and explains that the dashes increase by this fraction for each tick mark.

Example Item # 3: Extended Response

ITEM 2: EXTENDED CONSTRUCTED-RESPONSE

MGSE3.OA.9

2. The table shows the products of some even and odd numbers.

Products of
Even and Odd Numbers

x	1	3	5	7
2	2	6	10	14
4	4	12	20	28
6	6	18	30	42
8	8	24	40	56

- Part A** Write a rule for the pattern shown in the SHADED column of products: 10, 20, 30, 40. Write your answer in the space provided on your answer document.
- Part B** What will be the next number in the pattern shown in the second row of products: 4, 12, 20, 28? Explain how you found your answer. Write your answer in the space provided on your answer document.
- Part C** Explain why all the products in this table are even numbers. Write your answer in the space provided on your answer document.

Scoring Guide

Item 2 Information

Standard: MGSE3.OA.9

Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.

Item Depth of Knowledge: 3

Strategic Thinking
Student uses reasoning and develops a plan or sequence of steps; process has some complexity.

ITEM-SPECIFIC SCORING RUBRIC

Score	Rationale
4	<p>Response demonstrates a complete understanding of the standard.</p> <p>Give 4 points for correctly identifying the pattern as adding 10, correctly identifying the next number in the sequence requested as 36 and explaining that it is because $4 \times 9 = 36$, and correctly explaining that all numbers are even because the product of an even and an odd number is always even.</p> <p><u>Exemplar Response:</u> Part A: Add 10 (1 point) Part B: 36 (1 point) AND I took 4 times 9 because that would be the next product. (1 point) Part C: All numbers are even because the product of an odd number and an even number is always even. (1 point) OR other valid response</p>
3	<p>Response demonstrates a nearly complete understanding of the standard.</p> <p>Student earns 3 points for answering 3 key elements.</p>
2	<p>Response demonstrates a partial understanding of the standard.</p> <p>Student earns 2 points for answering 2 key elements.</p>
1	<p>Response demonstrates a minimal understanding of the standard.</p> <p>Student earns 1 point for answering 1 key element.</p>
0	<p>Response demonstrates little to no understanding of the standard.</p> <p>Student earns 0 points because the student does not show understanding of identifying arithmetic patterns or explaining them.</p>

Example Item # 3: Extended Response Exemplar

Response Score: 4

2. The table shows the products of some even and odd numbers.

Products of Even and Odd Numbers				
x	1	3	5	7
2	2	6	10	14
4	4	12	20	28
6	6	18	30	42
8	8	24	40	56

- Part A** Write a rule for the pattern shown in the SHADED column of products: 10, 20, 30, 40. Write your answer in the space provided on your answer document.
- Part B** What will be the next number in the pattern shown in the second row of products: 4, 12, 20, 28? Explain how you found your answer. Write your answer in the space provided on your answer document.
- Part C** Explain why all the products in this table are even numbers. Write your answer in the space provided on your answer document.

Response Score: 4

Part A The rule in this pattern is counting up by tens.

Part B

The next number will be 36
in this pattern I multiplied
 4×9

Part C

All of these products
on this table are even
numbers because they are
all multiplied with at
least one even number.

The response demonstrates a complete understanding of the standard being tested. The student correctly identifies the pattern in Part A. For Part B, the student correctly identifies the next number in the pattern and provides a sufficient explanation. For Part C, the student correctly explains that the numbers are even because they are all multiplied by an even number.

Healthy Testing Tips

- Make sure your child is on time. Students who are tardy cannot enter a testing session once it has begun.
- Make sure your child gets a good nights rest.
- Breakfast is important!
- Please make every effort to schedule appointments outside of the testing window.
- There are no volunteers or lunch visitors permitted during the testing window.

Helpful Links

https://lorpub.gadoe.org/xmlui/bitstream/handle/123456789/49734/EOG_Grade_3_Item_and_Scoring_Sampler.pdf

www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/Study-Resource%20Guides/GM_GR03_Study_Guide_11.13.18.pdf