

Georgia
Milestones
Assessment System



Assessment Guide
Grade 3



Assessment Guide



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THE GEORGIA MILESTONES ASSESSMENT SYSTEM

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

The State Board of Education is required by Georgia law (O.C.G.A. §20-2-281) to adopt assessments designed to measure student achievement relative to the knowledge and skills set forth in the state-adopted content standards. The Georgia Milestones Assessment System (Georgia Milestones) fulfills this requirement and, as a key component of Georgia's Student Assessment Program, is a comprehensive summative assessment program spanning grade 3 through high school. Georgia Milestones measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in Language Arts and Mathematics. Students in grades 3 through 8 take an end-of-grade assessment in English Language Arts and Mathematics, while students in grades 5 and 8 also take an end-of-grade assessment in Science and Social Studies. High school students take an end-of-course assessment for each of the ten courses designated by the State Board of Education. In accordance with State Board Rule, Georgia Milestones end-of-course measures serve as the final exams for the specified high school courses.

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

Features of the Georgia Milestones Assessment System include:

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

The primary mode of administration for the Georgia Milestones program is online, with the goal of completing the transition from paper/pencil within five years after the inaugural administration (i.e., the 2014–2015 school year). Paper/pencil test materials (such as Braille) will remain available for students with disabilities who may require them in order to access the assessment.

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

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

GEORGIA MILESTONES END-OF-GRADE (EOG) ASSESSMENTS

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

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

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

ASSESSMENT GUIDE

The Georgia Milestones Grade 3 EOG Assessment Guide is provided to acquaint Georgia educators and other stakeholders with the structure and content assessed by the tests. Importantly, this guide is not intended to inform instructional planning. It is essential to note that there are a small number of content standards that are better suited for classroom or individual assessment rather than large-scale summative assessment. While those standards are not included on the tests, and therefore are not included in this Assessment Guide, the knowledge, concepts, and skills inherent in those standards are often required for the mastery of the standards that are assessed. Failure to attend to all content standards within a content area can limit a student’s opportunity to learn and show what he or she knows and can do on the assessments.

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

TESTING SCHEDULE

The Georgia Milestones Grade 3 EOG assessment is offered during the Main Administration each spring and one Summer Administration for retests.

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

DEPTH OF KNOWLEDGE DESCRIPTORS

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

Level 1 (Recall of Information) generally requires students to identify, list, or define, often asking them to recall who, what, when, and where. Consequently, this level usually asks students to recall facts, terms, concepts, and trends and may ask them to identify specific information contained in documents, excerpts, quotations, maps, charts, tables, graphs, or illustrations. Items that require students to “describe” and/or “explain” could be classified at Level 1 or Level 2, depending on what is to be described and/or explained. A Level 1 “describe” and/or “explain” would require students to recall, recite, or reproduce information.

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

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

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

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

Level	Skills Demonstrated	Question Cues
<p style="text-align: center;">Level 1 Recall of Information</p>	<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
<p style="text-align: center;">Level 2 Basic Reasoning</p>	<ul style="list-style-type: none"> • Apply learned information to abstract and real-life situations • Use methods, concepts, and theories in abstract and real-life situations • Perform multi-step processes • Solve problems using required skills or knowledge (requires more than habitual response) • Make a decision about how to proceed • Identify and organize components of a whole • Extend patterns • Identify/describe cause and effect • Make basic inferences or logical predictions from data or text • Interpret facts • Compare or contrast simple concepts/ideas 	<ul style="list-style-type: none"> • Apply • Calculate; solve • Complete • Describe • Explain how; demonstrate • Construct data displays • Construct; draw • Analyze • Extend • Connect • Classify • Arrange • Compare; contrast • Predict

Level	Skills Demonstrated	Question Cues
<p style="text-align: center;">Level 3 Complex Reasoning</p>	<ul style="list-style-type: none"> • Solve an open-ended problem with more than one correct answer • Create a pattern • Generalize from given facts • Relate knowledge from several sources • Draw conclusions • Translate knowledge into new contexts • Compare and discriminate between ideas • Assess value of methods, concepts, theories, processes, and formulas • Make choices based on a reasoned argument • Verify the value of evidence, information, numbers, and data 	<ul style="list-style-type: none"> • Plan; prepare • Create; design • Ask “what if?” questions • Generalize • Justify; explain why; support; convince • Assess • Rank; grade • Test; judge • Recommend • Select • Conclude
<p style="text-align: center;">Level 4 Extended Reasoning</p>	<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

SCORES

Students will receive a scale score and an Achievement Level designation based on total test performance. In addition, students will receive information on how well they performed at the domain level. Students will also receive a norm-referenced score based on a set of norm-referenced items included within the test; this score will allow comparison to a national norming group of students. Additional information on the items contributing to these scores is found in the Description of Test Format and Organization sections for English Language Arts (ELA) and Mathematics.

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

ENGLISH LANGUAGE ARTS (ELA)

DESCRIPTION OF TEST FORMAT AND ORGANIZATION

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

The Grade 3 English Language Arts EOG assessment consists of both operational items (contribute to a student's criterion-referenced and/or norm-referenced score) and field test items (newly written items that are being tried out and do not contribute to the student's score). A subset of the norm-referenced operational items have been verified as aligned to the course content standards by Georgia educators and will also contribute to the criterion-referenced score and Achievement Level designation. The other norm-referenced items will contribute only to the national percentile rank, which is provided as supplemental information.

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

The table on the following page outlines the number and types of items included on the Grade 3 English Language Arts EOG assessment.

Grade 3 English Language Arts (ELA) EOG Assessment Design

Description	Number of Items	Points for CR ¹ Score	Points for NRT ² Feedback
CR Selected-Response Items	28	28	0
NRT Selected-Response Items	20 ³	10 ⁴	20
CR Technology-Enhanced Items	1	2	0
CR Constructed-Response Items	2	4	0
CR Extended Constructed-Response Items	1	4	0
CR Extended Writing-Response Items	1	7	0
CR Field Test Items	8	0	0
Total Items/Points⁵	61	55	20

¹CR—Criterion-Referenced: items aligned to state-adopted content standards

²NRT—Norm-Referenced Test: items that will yield a national comparison; may or may not be aligned to state-adopted content standards

³Of these items, approximately 10 will contribute to both the CR scores and NRT feedback. The other 10 of these items will contribute to NRT feedback only and will not impact the student's Achievement Level designation, scale score, or grade conversion.

⁴Alignment of national NRT items to course content standards was verified by a committee of Georgia educators. Only approved, aligned NRT items will contribute to a student's CR Achievement Level designation, scale score, and grade conversion score.

⁵Of the 61 total items, 43 items contribute to the CR score, for a total of 55 points; 20 total items contribute to NRT feedback, for a total of 20 points.

The test will be given in three sections. Students will be given a maximum of 90 minutes to complete Section 1, which includes the extended writing-response. Students may have up to 85 minutes per section to complete Sections 2 and 3. The total estimated testing time for the Grade 3 English Language Arts (ELA) EOG assessment ranges from approximately 190 to 260 minutes. Total testing time describes the amount of time students have to complete the assessment. It does not take into account the time required for the test examiner to complete pre-administration and post-administration activities (such as reading the standardized directions to students). Section 1, which focuses on writing, must be administered on a separate day. Sections 2 and 3 must be scheduled such that both will be completed in a single day or over the course of two consecutive days (one section each day) and should be completed within the same week following the district's testing protocols for the EOG measures (in keeping with state guidance).

CONTENT MEASURED

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

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

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

GRADE 3 ENGLISH LANGUAGE ARTS (ELA): DOMAIN STRUCTURES AND CONTENT WEIGHTS

Domain	Standard	Approximate Weight	
Reading and Vocabulary	ELAGSE3RI1	ELAGSE3RL3	53%
	ELAGSE3RI2	ELAGSE3RL4	
	ELAGSE3RI3	ELAGSE3RL5	
	ELAGSE3RI4	ELAGSE3RL6	
	ELAGSE3RI5	ELAGSE3RL7	
	ELAGSE3RI6	ELAGSE3RL9	
	ELAGSE3RI7	ELAGSE3L4	
	ELAGSE3RI8	(4a, 4b, 4c, 4d)	
	ELAGSE3RI9	ELAGSE3L5	
	ELAGSE3RL1	(5c)	
	ELAGSE3RL2		
Writing and Language	ELAGSE3W1	ELAGSE3L1	47%
	(1a, 1b, 1c, 1d)	(1a, 1b, 1c, 1d, 1e, 1f, 1g, 1h, 1i)	
	ELAGSE3W2	ELAGSE3L2	
	(2a, 2b, 2c, 2d)	(2a, 2b, 2c, 2d, 2e, 2f, 2g)	
	ELAGSE3W3	ELAGSEL3	
	(3a, 3b, 3c, 3d)	(3a)	
	ELAGSE3W4		
	ELAGSE3W7		
ELAGSE3W8			

ITEM TYPES

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

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

A technology-enhanced item is an innovative way to measure student skills and knowledge using scaffolding within a multi-step response. For ELA, the specific type of technology-enhanced item being used is a two-part item called an Evidence-Based Selected-Response item (EBSR). In the first part of an EBSR item, the student responds to an inferential or key concept question related to a stimulus text. In the second part of an EBSR item, the student provides evidence from the same text to support the inference or idea. In both parts of an EBSR item, the student selects the responses from the choices provided. There is one correct answer for each part of an EBSR item. If the student responds correctly to both parts of the EBSR item, the student receives two points. Partial credit may be awarded when a student answers the first part correctly.

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

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

The extended writing-response items require students to write an opinion piece or develop an informative/explanatory response. As part of the extended writing task, students must first read two passages and then respond to three multiple-choice items and one constructed-response item. All of these items help students write their extended essay by focusing them on the main idea(s) and key details in the passages. Two of the selected-response items will address each of the passages separately. One selected-response item and the constructed-response item will address both of the passages together. All three selected-response and the constructed-response item contribute to the Reading and Vocabulary domain. These items will be followed by an extended writing-prompt, which requires the student to draw from reading experiences when writing an essay response and to cite evidence from the passage(s) to support claims and conclusions in the essay. The writing task is worth seven points that contribute to the Writing and Language domain.

ENGLISH LANGUAGE ARTS (ELA) DEPTH OF KNOWLEDGE EXAMPLE ITEMS

Example items that represent the applicable DOK levels across various Grade 3 English Language Arts (ELA) content domains are provided.

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

Example Items 1 and 2

Read the passage and answer example items 1 and 2.

Your Weekly Calendar

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

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

Stay on Track in School

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

Be Prepared for Activities

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

Help at Home

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

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

When you forget the things you need to do, your days can be harder. Why not start with a weekly calendar today? Hang your calendar in a spot where you will see it every day. Check it often to be ready for what is coming up. Ready, set, go!

Example Item 1

Selected-Response: 1 point

DOK Level: 2

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

Standard: ELAGSE3RI5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.

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

- A. Monday
- B. Tuesday
- C. Friday
- D. Sunday

Correct Answer: C

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

Example Item 2

Constructed-Response: 2 points

DOK Level: 3

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

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

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

Scoring Rubric

Points	Description
2	The response achieves the following: <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to determine the main idea of a text • Includes specific examples/details from the text for support
1	The response achieves the following: <ul style="list-style-type: none"> • Gives limited evidence of the ability to determine the main idea of a text • Includes vague/limited examples/details that make reference to the text • Explains the main idea or gives an explanation with vague/limited information based on the text
0	The response achieves the following: <ul style="list-style-type: none"> • Gives no evidence of the ability to determine the main idea of a text

Exemplar Response

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

Example Item 3

Extended Writing-Response: 7 points

DOK Level: 4

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

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 how some scientists solve problems.

These are the titles of the passages you will read:

1. Nature All Around
2. Looking for Answers

Nature All Around

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

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

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

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

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

Looking for Answers

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

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

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

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

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

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

WRITING TASK

Scientists have different ways of learning new information.

Think about the ideas in BOTH passages. Then write an **informational piece** about how some scientists and citizen naturalists answer questions and solve problems.

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.

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 53 and 54 to see why this example would earn the maximum number of points.

Citizen naturalists like Eva answer questions and solve problems by spending time in nature. When they want to learn about frogs, they spend time observing them. Citizen naturalists took pictures, recorded the sounds, and wrote notes about what they saw and heard the frogs do. The information they put together was put online for scientists to read.

Scientists use the scientific method to answer questions and solve problems. If scientists were learning about frogs they would first watch the frogs to see how they act and what they sound like. Then they would make a guess that is called a hypothesis. They might guess about the way the frogs make their sounds or which frogs make the different sounds.

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

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

ENGLISH LANGUAGE ARTS (ELA) ADDITIONAL SAMPLE ITEMS

This section has two parts. The first part is a set of 20 sample items for the English Language Arts (ELA) portion of the EOG assessment. The second part contains a table that shows for each item the standard assessed, the DOK level, the correct answer (key), and a rationale/explanation about the key and distractors. The sample items can be utilized as a mini-test to familiarize students with the item formats found on the assessment.

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

Items 1–12

Read the story and answer questions 1 through 12.

Buried Treasure

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

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

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

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

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

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

“I might,” Anna argued.

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

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

“How is the treasure hunting?” Michael teased.

“I wasted my time,” Anna mumbled.

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

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

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

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

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

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

“Bird rock!” cheered Anna, clapping her hands.

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

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

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



Item 1

Selected-Response: 1 point

What is the central message of the story?

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

Item 2**Selected-Response:** 1 point**Which detail from the story BEST supports the idea that Michael cares about his sister?**

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

Item 3**Selected-Response:** 1 point**Which sentence BEST describes why Anna is unable to find the treasure before Michael helps her?**

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

Item 4**Selected-Response:** 1 point**Read the scene from the beginning of the story.**

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

Why is this scene important to the story?

- A. It shows the feelings of the characters in the story by telling how Michael and Anna have similar ideas about the new house.
- B. It provides the setting of the story by explaining that Michael and Anna have moved into a new house.
- C. It gives the problem in the story by telling what Michael and Anna hope to find in the new house.
- D. It tells the central message of the story by explaining that Michael and Anna can do a little hard work to improve the new house.

Item 5

Selected-Response: 1 point

In the beginning of the story, how are Michael's and Anna's views different?

- A. Anna is excited about the map, and Michael thinks the map is useless.
- B. Anna wants Michael's help with the map, and Michael wants to clean his room.
- C. Anna is eager to unpack boxes, and Michael thinks they need to find the treasure.
- D. Anna wants to work together to find the treasure, and Michael wants to work alone.

Item 6

Selected-Response: 1 point

Which sentence BEST explains how the picture of the treasure map adds to the story?

- A. It shows readers what the treasure looks like when it is found.
- B. It shows readers where the treasure should be hidden in the house on Lane Street.
- C. It shows readers the information Anna and Michael have about where to find the treasure.
- D. It shows readers information about how much time it took Anna and Michael to find the treasure.

Item 7

Constructed-Response: 2 points

Describe how Anna’s feelings change throughout the story.

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

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

Item 8

Selected-Response: 1 point

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

Anna kept dashing past him like a flash of lightning.

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

Item 9

Selected-Response: 1 point

Read the sentence from the story.

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

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

- A. immediately learned
- B. carefully planned
- C. closely observed
- D. suddenly remembered

Item 10

Selected-Response: 1 point

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

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

- A. not
- B. very
- C. under
- D. before

Item 11

Evidence-Based Selected-Response Technology-Enhanced: 2 points

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

Part A

Which sentence BEST describes the change in Michael’s attitude toward the treasure map?

- A. Michael thinks the treasure map is a fake until he sees the treasure marked with an X.
- B. Michael thinks the treasure map is silly until he and his sister find a treasure in their yard.
- C. Michael thinks the treasure map is dangerous until he sees that it includes a picture of his house.
- D. Michael thinks the treasure map is drawn incorrectly until his sister finds a tree stump in their yard.

Part B

Which pair of sentences from the story BEST supports the answer to Part A?

- A. “It is a waste of time,” Michael said.
Soon Michael discovered a tin box in a hollow spot at the base of the rock.
- B. “You will not find that treasure anymore,” he said.
“It is on the wrong side of the house, and it is only a few years old.”
- C. “Some little kid drew this years ago.”
“The tree on the map must have been cut down.”
- D. “How is the treasure hunting?” Michael teased.
Michael laughed at her enthusiasm.

Items 13 and 14

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 and answer one short constructed-response question about what you have read.

As you read the passages, think about details you may use in an informational piece about how some scientists solve problems.

These are the titles of the passages you will read:

1. Nature All Around
2. Looking for Answers

Nature All Around

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

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

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

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

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

Looking for Answers

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

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

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

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

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

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

Item 14**Extended Writing-Response:** 7 points**WRITING TASK**

Scientists have different ways of learning new information.

Think about the ideas in BOTH passages. Then write an **informational piece** about how some scientists and citizen naturalists answer questions and solve problems.

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.

A large rectangular box containing 25 horizontal lines for writing.

Items 15–20**Item 15****Selected-Response:** 1 point**Which word in the sentence is an abstract noun?**

My sister had a lot of luck on the day she won first prize.

- A. sister
- B. luck
- C. day
- D. prize

Item 16**Selected-Response:** 1 point**Which sentence uses correct subject-verb agreement?**

- A. Dogs makes wonderful pets.
- B. They makes wonderful pets.
- C. Dogs make wonderful pets.
- D. It make wonderful pets.

Item 17**Selected-Response:** 1 point**Read the sentences.**

My brother has an old, soft teddy bear. He likes to put it on his pillow.

Which sentence is the BEST way to rewrite the sentences without changing the meaning?

- A. My brother has an old, soft pillow and a teddy bear that he likes to put on it.
- B. My brother has a pillow with an old, soft teddy bear that he likes to put on it.
- C. My brother has a teddy bear that he likes to put on his old, soft pillow.
- D. My brother has an old, soft teddy bear that he likes to put on his pillow.

Item 18

Selected-Response: 1 point

Read the address.

**230 N. Roosevelt, Street
Wichita, Kansas 67208**

Which change should be made to correctly write this address?

- A. Remove the comma after “Roosevelt.”
- B. Add a comma after “Street.”
- C. Remove the comma after “Wichita.”
- D. Add a comma after “Kansas.”

Item 19

Selected-Response: 1 point

Read the sentences.

My sister likes to sit in the kitchen and make art. She has made some large drawings that are allmost as big as the table.

Which underlined word is spelled incorrectly?

- A. kitchen
- B. large
- C. allmost
- D. table

Item 20**Selected-Response:** 1 point

A student is writing a paragraph about watching a fireworks display with her family. Read the paragraph.

¹ Every year the Old Time Music Festival puts on a fireworks display. ² My family and I really enjoy it. ³ The musicians give a concert. ⁴ Then, we sit on the grass and watch neat lights zoom across the sky. ⁵ There is every color of the rainbow you can imagine. ⁶ Some burn out quickly and others glow for a long time. ⁷ Sitting there, I forget about everything but those fireworks.

Which edit should be made to the paragraph to **BEST** describe the beauty the student sees?

- A. In sentence 2 change “enjoy” to “love.”
- B. In sentence 4 change “neat” to “sparkling.”
- C. In sentence 5 change “imagine” to “think of.”
- D. In sentence 6 change “a long time” to “a while.”

ENGLISH LANGUAGE ARTS (ELA) ADDITIONAL SAMPLE ITEM KEYS

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
1	ELAGSE3RL2	3	D	The correct answer is choice (D) Fun can be found in unexpected places. The children initially didn't expect to have fun cleaning the attic, but then they discovered the treasure map. Later, Michael learned that helping his sister, even though he thought it was pointless, turned out to be fun. Choice (A) is incorrect because cleaning is not the main focus of the story; finding the treasure is. Choice (B) is incorrect because the children don't actually draw a map; they simply follow it. Choice (C) is incorrect because nothing in the story supports this generalized conclusion about brothers and sisters.
2	ELAGSE3RL1	2	C	The correct answer is choice (C) Michael opened his mouth to agree, but the words caught in his throat. Anna looked like a balloon after it had lost its air. At this point in the story, Michael realizes that being kind to his sister is better than making her feel even more foolish for thinking the map would still lead to treasure after all these years. Choice (A) is incorrect because it does not show any interaction between Michael and Anna. Choice (B) is incorrect because it does not reveal that Michael is caring nor is he reacting in any way to Anna. Choice (D) is incorrect because it only describes Michael and Anna working together to open the box.
3	ELAGSE3RL2	2	B	The correct answer is choice (B) The map is old and shows a tree that is no longer there. Because the map shows features that have changed over time, Anna can't rely on them to find the treasure. Choice (A) is incorrect because there is no indication of a right or wrong side of the map in the story. Choice (C) is incorrect because Anna does carry the map with her throughout the story. Choice (D) is incorrect because the rock shaped like a bird actually helps Anna and Michael find the treasure; it does not confuse them.
4	ELAGSE3RL5	2	B	The correct answer is choice (B) It provides the setting of the story by explaining that Michael and Anna have moved into a new house. Choice (A) is incorrect because Michael and Anna do not have similar ideas about the new house. Choice (C) is incorrect because only Anna is hopeful about what will be found in the new house. Choice (D) is incorrect because the story as a whole is not about improving the new house.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
5	ELAGSE3RL6	3	A	The correct answer is choice (A) Anna is excited about the map, and Michael thinks the map is useless. In the story, he says, "It is a waste of time." Choices (B) and (D) are incorrect because the story does not discuss Michael cleaning his room or working alone. Choice (C) is incorrect because at the beginning of the story, Michael does not want to find the treasure.
6	ELAGSE3RL7	2	C	The correct answer is choice (C) It shows readers the information Anna and Michael have about where to find the treasure. Choice (A) is incorrect because the picture does not show what the treasure looks like. Choice (B) is incorrect because the picture does not show the treasure is hidden inside the house. Choice (D) is incorrect because the picture does not indicate how much time it took Anna and Michael to find the treasure.
7	ELAGSE3RL3	3	N/A	See scoring rubric and exemplar responses on page 46.
8	ELAGSE3RL4	2	A	The correct answer is choice (A) Anna was very fast. The phrase "like a flash of lighting" is figurative language describing her speed. Choice (B) is incorrect because Anna is not in danger in the story. Choices (C) and (D) are incorrect because they are literal interpretations that do not reflect her speed.
9	ELAGSE3L4a	2	C	The correct answer is choice (C) closely observed. Michael is looking at the map and thinking about what he sees. Choices (A) and (B) are incorrect because Michael hasn't learned anything about the map yet or made plans based on it; he has only just started looking at it. Choice (D) is incorrect because this is only the first time he has gotten a good look at the map, so he couldn't have remembered anything about it yet.
10	ELAGSE3L4b	1	A	The correct answer is choice (A) not. The word "unusual" refers to something that is not typically expected or something that stands out. In this case, the rock shaped like a bird is "unusual" or "not normal" because most rocks don't have recognizable or memorable shapes. Choice (B) is incorrect because it would suggest that the rock is "very usual," which is not accurate because the rock is shaped like a bird. Choice (C) is incorrect because the rock is not under anything. Choice (D) is incorrect because the rock does not come before anything.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
11	ELAGSE3RL3	3	B/A	<p>The correct answers are choice (B) Michael thinks the treasure map is silly until he and his sister find a treasure in their yard, and choice (A) “It is a waste of time,” Michael said. Soon Michael discovered a tin box in a hollow spot at the base of the rock.</p> <p>At the beginning of the story, Michael does not think the treasure map is worth pursuing, but then later he helps his sister use it to find a treasure. The correct answer choice for Part B of the item shows text that supports Michael’s change in attitude. In Part A, choice (A) is incorrect because there is no indication that Michael thinks the map is fake. Choice (C) is incorrect because there is no indication that Michael thinks the map is dangerous; he dismisses it initially because he thinks it is too old to be useful. Choice (D) is incorrect because Michael shows his sister that she is using the map incorrectly, not that there is something wrong with the map. The incorrect options in Part B support incorrect answers in Part A.</p>
12	ELAGSE3W3	4	N/A	See exemplar responses on page 47 and the four-point holistic rubric beginning on page 51.
13	ELAGSE3RI3	3	N/A	See scoring rubric and exemplar responses on page 48.
14	ELAGSE3W2, ELAGSE3L1, ELAGSE3L2	4	N/A	See exemplar response on page 49 and the seven-point, two-trait rubric beginning on page 53.
15	ELAGSE3L1c	2	B	The correct answer is choice (B) luck. The word <i>luck</i> is an abstract noun because it denotes an idea rather than a concrete object. Choice (A) is incorrect because <i>sister</i> is a concrete noun that denotes a person. Choices (C) and (D) are incorrect because <i>day</i> and <i>prize</i> are both concrete nouns that denote things rather than abstract ideas.
16	ELAGSE3L1f	2	C	The correct answer is choice (C) Dogs make wonderful pets. The subject <i>Dogs</i> agrees with the verb <i>make</i> . Choice (A) is incorrect because the subject <i>Dogs</i> does not agree with the verb <i>makes</i> . Choice (B) is incorrect because the subject <i>They</i> does not agree with the verb <i>makes</i> . Choice (D) is incorrect because the subject <i>It</i> does not agree with the verb <i>make</i> .
17	ELAGSE3L1i	3	D	The correct answer is choice (D) My brother has an old, soft teddy bear that he likes to put on his pillow. Choices (A), (B), and (C) are incorrect because they do not effectively form complex sentences.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
18	ELAGSE3L2b	2	A	The correct answer is choice (A) Remove the comma after “Roosevelt.” Removing the comma after <i>Roosevelt</i> correctly follows the rules for using commas within an address. Choice (B) is incorrect because a comma is not needed after <i>Street</i> . Choice (C) is incorrect because the comma after <i>Wichita</i> should stay in place. Choice (D) is incorrect because a comma is not needed in the address after <i>Kansas</i> .
19	ELAGSE3L2f	2	C	The correct answer is choice (C) almost. The correct spelling of the word is “almost.” Choices (A), (B), and (D) are incorrect because each word (<i>kitchen</i> , <i>large</i> , and <i>table</i>) is spelled incorrectly.
20	ELAGSE3L3a	2	B	The correct answer is choice (B) In sentence 4 change “neat” to “sparkling.” The word <i>sparkling</i> has a more descriptive, sensory effect than the word <i>neat</i> . Choices (A), (C), and (D) are incorrect because the suggested edits do not create a significant effect on the sensory details in the paragraph.

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

Item 7

Scoring Rubric

Score	Description
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to describe how the feelings of a character change throughout a story • Includes specific examples/details that make clear reference to the text • Adequately explains how the feelings of a character change throughout a story with clearly relevant information based on the text
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to describe how the feelings of a character change throughout a story • Includes vague/limited examples/details that make reference to the text • Describes how the feelings of a character change throughout a story with vague/limited information based on the text
0	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • Gives no evidence of the ability to describe how the feelings of a character change throughout a story with clearly relevant information based on the text

Exemplar Response

Points Awarded	Sample Response
2	<p>Anna is happy to have a new place to play in and decorate. She gets excited when she finds an old tin box with a treasure map and wants to look for it. Michael says, "It is a waste of time." Anna is so excited about the treasure she dashes around Michael like a flash of lightning while searching. Anna becomes sad when she doesn't find the treasure and she feels like she has wasted her time. Then Michael offers to help, which makes Anna jump like a spring. She is excited again now that she is working with her brother to find the treasure.</p>
1	<p>Anna is helping her brother with chores. Anna is excited about finding a treasure but she gets sad when she doesn't find it. Anna gets excited again when her brother helps her.</p>
0	<p>Anna is excited throughout the story, even when she has a problem.</p>

Item 12

To view the four-point holistic rubric for a text-based narrative response, see pages 51 and 52.

Exemplar Response

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

Item 13

Scoring Rubric

Points	Description
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to describe the relationship between a series of scientific ideas or concepts in a text • Includes specific examples/details that make clear reference to the texts • Adequately explains the relationship between a series of scientific ideas or concepts with clearly relevant information based on the texts
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to describe the relationship between a series of scientific ideas or concepts in a text • Includes vague or limited examples/details that make clear reference to the texts • Gives a partial or limited explanation of the relationship between a series of scientific ideas or concepts with clearly relevant information based on the texts
0	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • Gives no evidence of the ability to describe the relationship between a series of scientific ideas or concepts in a text

Exemplar Response

Points Awarded	Sample Response
2	<p>The author of “Nature All Around” and the author of “Looking for Answers” both give steps to show how people can learn from nature. In “Nature All Around,” the author mentions that people can join a group just like Eva did. Then, the author says people should observe the world around them and write down what they see and hear. They can also take pictures and post findings online. They can “collect facts and share them with scientists.” The author of “Looking for Answers” tells the readers to “pay careful attention to what they see” and to “write things down.” This author tells people to make a guess and to plan an experiment. Finally, the author tells readers to “make a conclusion.”</p>
1	<p>The authors of both articles say that people should look around the world and write down what they see. This helps people to observe the world and learn about nature.</p>
0	<p>Just about anyone can learn from nature by following steps.</p>

Item 14

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 53 and 54 to see why this example would earn the maximum number of points.

Citizen naturalists like Eva answer questions and solve problems by spending time in nature. When they want to learn about frogs, they spend time observing them. Citizen naturalists took pictures, recorded the sounds, and wrote notes about what they saw and heard the frogs do. The information they put together was put online for scientists to read.

Scientists use the scientific method to answer questions and solve problems. If scientists were learning about frogs they would first watch the frogs to see how they act and what they sound like. Then they would make a guess that is called a hypothesis. They might guess about the way the frogs make their sounds or which frogs make the different sounds.

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

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

ENGLISH LANGUAGE ARTS (ELA) WRITING RUBRICS

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 essentially has one main trait. On the Georgia Milestones EOG assessment, a holistic rubric contains a single point scale ranging from zero to four. Each point value represents a qualitative description of the student’s work. To score an item on a holistic rubric, a scorer or reader need only choose the criteria and associated point value that best represents the student’s work. Increasing point values represent a greater understanding of the content and, thus, a higher score.

Seven-Point, Two-Trait Rubric

Genre: Opinion or Informational/Explanatory

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

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

Four-Point Holistic Rubric

Genre: Narrative

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

Four-Point Holistic Rubric

Genre: Narrative
(continued)

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

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

Seven-Point, Two-Trait Rubric

Trait 1 for Informational/Explanatory Genre

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

Seven-Point, Two-Trait Rubric

Trait 2 for Informational/Explanatory Genre

Writing Trait	Points	Criteria
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 will receive a condition code 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

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

Seven-Point, Two-Trait Rubric

Trait 1 for Opinion Genre

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

Seven-Point, Two-Trait Rubric

Trait 2 for Opinion Genre

Writing Trait	Points	Criteria
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 will receive a condition code 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

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

MATHEMATICS

DESCRIPTION OF TEST FORMAT AND ORGANIZATION

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

The Grade 3 Mathematics EOG assessment consists of both operational items (contribute to a student's criterion-referenced and/or norm-referenced score) and field test items (newly written items that are being tried out and do not contribute to the student's score). A subset of the norm-referenced operational items have been verified as aligned to the course content standards by Georgia educators and will also contribute to the criterion-referenced score and Achievement Level designation. The other norm-referenced items will contribute only to the national percentile rank, which is provided as supplemental information.

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

The table on the following page outlines the number and types of items included on the Grade 3 Mathematics EOG assessment.

Grade 3 Mathematics EOG Assessment Design

Description	Number of Items	Points for CR ¹ Score	Points for NRT ² Feedback
CR Selected-Response Items	40	40	0
NRT Selected-Response Items	20 ³	8 ⁴	20
CR Technology-Enhanced Items	1	2	0
CR Constructed-Response Items	2	4	0
CR Extended Constructed-Response Items	1	4	0
CR Field Test Items	9	0	0
Total Items/Points⁵	73	58	20

¹CR—Criterion-Referenced: items aligned to state-adopted content standards

²NRT—Norm-Referenced Test: items that will yield a national comparison; may or may not be aligned to state-adopted content standards

³Of these items, approximately 8 will contribute to both the CR scores and NRT feedback. The other 12 of these items will contribute to NRT feedback only and will not impact the student’s Achievement Level designation, scale score, or grade conversion.

⁴Alignment of national NRT items to course content standards was verified by a committee of Georgia educators. Only approved, aligned NRT items will contribute to a student’s CR Achievement Level designation, scale score, and grade conversion score.

⁵Of the 73 total items, 52 items contribute to the CR score, for a total of 58 points; 20 total items contribute to NRT feedback, for a total of 20 points.

The test will be given in two sections. Section 1 is divided into two parts. Students may have up to 85 minutes per section to complete Sections 1 and 2. The total estimated testing time for the Grade 3 Mathematics EOG assessment ranges from approximately 120 to 170 minutes. Total testing time describes the amount of time students have to complete the assessment. It does not take into account the time required for the test examiner to complete pre-administration and post-administration activities (such as reading the standardized directions to students). Sections 1 and 2 must be scheduled such that both will be completed in a single day or over the course of two consecutive days (one section each day) and should be completed within the same week following the district’s testing protocols for the EOG measures (in keeping with state guidance).

CONTENT MEASURED

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

The content of the assessment is organized into four groupings, or domains, of standards for the purposes of providing feedback on student performance. A content domain is a reporting category that *broadly* describes and defines the content of the course, as measured by the EOG assessment. The standards for Grade 3 Mathematics are grouped into four domains: Operations and Algebraic Thinking, Number and Operations (including Number and Operations in Base 10 and Number and Operations—Fractions), Measurement and Data, and Geometry. Each domain was created by organizing standards that share similar content characteristics. The content standards describe the level of expertise that Grade 3 Mathematics educators should strive to develop in their students. Educators should refer to the content standards for a full understanding of the knowledge, concepts, and skills subject to be assessed on the EOG assessment.

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

GRADE 3 MATHEMATICS: DOMAIN STRUCTURES AND CONTENT WEIGHTS

Domain	Standard	Approximate Weight
Operations and Algebraic Thinking	MGSE3.OA.1	25%
	MGSE3.OA.2	
	MGSE3.OA.3	
	MGSE3.OA.4	
	MGSE3.OA.5	
Numbers and Operations	MGSE3.NBT.1	35%
	MGSE3.NBT.2	
	MGSE3.NBT.3	
Measurement and Data	MGSE3.MD.1	30%
	MGSE3.MD.2	
	MGSE3.MD.3	
	MGSE3.MD.4	
Geometry	MGSE3.G.1	10%
	MGSE3.G.2	

ITEM TYPES

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

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

A technology-enhanced item is an innovative way to measure student skills and knowledge using scaffolding within a multi-step process. For Mathematics, there are two specific types of technology-enhanced items being used—a multiple-select item and a multiple-part item. In multiple-select items, the student is asked to pick two or three correct responses from five or six possible answer options. In multiple-part items, the student responds to a two-part item that combines multiple-choice and/or multiple-select. For these item types, the student selects the responses from the choices provided or writes a response. A student receives two points for selecting all correct answers or partial credit is awarded for special combinations.

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

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

MATHEMATICS DEPTH OF KNOWLEDGE EXAMPLE ITEMS

Example items that represent the applicable DOK levels across various Grade 3 Mathematics content domains are provided.

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

Example Item 1

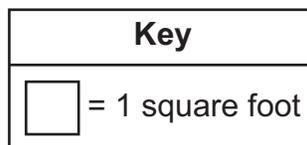
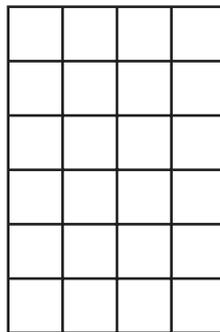
Selected-Response: 1 point

DOK Level: 1

Mathematics Grade 3 Content Domain: Measurement and Data

Standard: MGSE3.MD.6. Measure areas by counting unit squares (square cm, square m, square in., square ft, and improvised units).

The grid represents the floor of a rectangular closet.



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

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

Correct Answer: C

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

Example Item 2

Selected-Response: 1 point

DOK Level: 2

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

Standard: MGSE3.NBT.1. Use place value understanding to round whole numbers to the nearest 10 or 100.

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

Which expression will give the TOTAL number of people who attended the play on Saturday and Sunday rounded to the tens place?

- A. $350 + 480$
- B. $350 + 490$
- C. $360 + 490$
- D. $360 + 500$

Correct Answer: B

Explanation of Correct Answer: The correct answer is choice (B) $350 + 490$ (Each number rounds to the nearest 10). Since 3 in the ones place is less than 5, 353 rounds down to 350; and 9 in the ones place is greater than 5, so 489 rounds up to 490. Choice (A) is incorrect because 489 should be rounded to 490. Choice (C) is incorrect because 353 should be rounded to 350. Choice (D) is incorrect because it rounds 489 to the nearest hundred and incorrectly rounds 353 to 360 instead of 350.

Example Item 3**Selected-Response:** 1 point**DOK Level:** 3**Mathematics Grade 3 Content Domain:** Operations and Algebraic Thinking

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

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

$$12 \div 3 = \square$$

Which problem could be solved using this number sentence?

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

Correct Answer: B

Explanation of Correct Answer: The correct answer is choice (B) A key chain can hold 3 keys. How many similar key chains are needed to hold 12 keys? Choice (A) is incorrect because it uses subtraction instead of division. Choice (C) is incorrect because it uses addition instead of division. Choice (D) is incorrect because it uses multiplication instead of division.

MATHEMATICS ADDITIONAL SAMPLE ITEMS

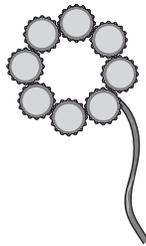
This section has two parts. The first part is a set of 13 sample items for the Mathematics portion of the EOG assessment. The second part contains a table that shows for each item the standard assessed, the DOK level, the correct answer (key), and a rationale/explanation about the key and distractors. The sample items can be utilized as a mini-test to familiarize students with the item formats found on the assessment.

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

Item 1

Selected-Response: 1 point

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



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

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

Item 2

Selected-Response: 1 point

An equation is shown.

$$\square \div 12 = 7$$

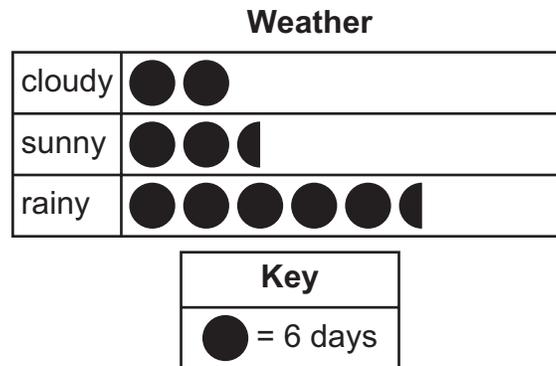
What number belongs in the box to make the equation true?

- A. 5
- B. 19
- C. 74
- D. 84

Item 3

Selected-Response: 1 point

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



How many MORE days were rainy than cloudy?

- A. 18
- B. 21
- C. 24
- D. 33

Item 4

Selected-Response: 1 point

Look at the expression.

$$156 + 100 + 100 + 10 + 4$$

What is the sum of this expression?

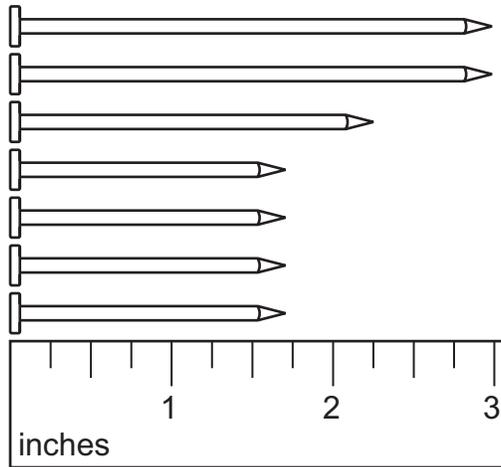
- A. 360
- B. 370
- C. 460
- D. 856

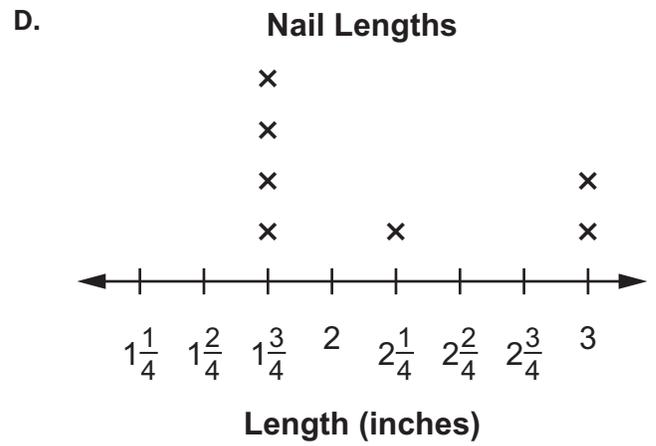
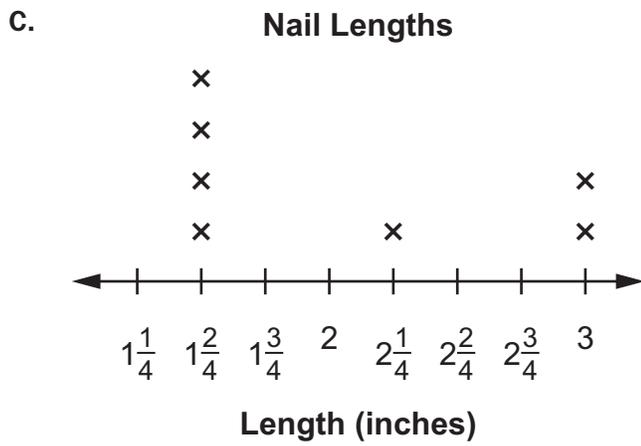
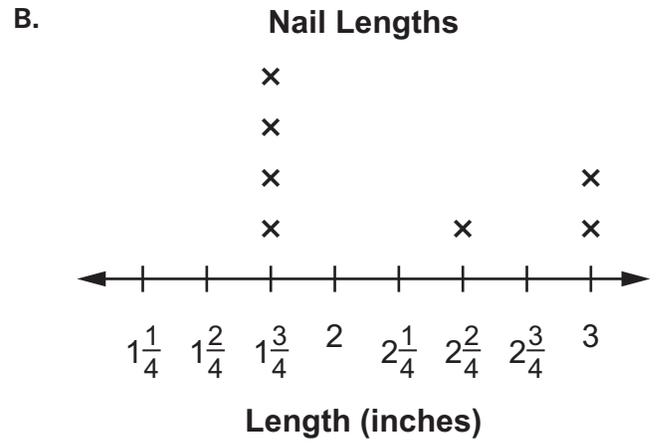
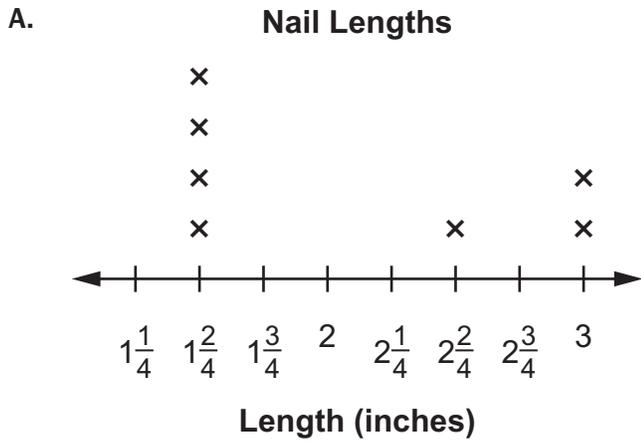
Item 5

Selected-Response: 1 point

Which expression is equivalent to $4 \times 3 \times 6$?

- A. 4×9
- B. 4×36
- C. 12×6
- D. 12×24

Item 6**Selected-Response:** 1 point**Mark wants to measure the nails he found in his garage.****Which line plot shows the lengths of these nails to the nearest quarter inch?****(Choose your answer from the options on the next page.)**



Item 7

Selected-Response: 1 point

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

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

- A. 648
- B. 671
- C. 762
- D. 783

Item 8

Selected-Response: 1 point

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

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

Item 9**Multi-Part Technology-Enhanced:** 2 points

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

$$54 \div \square = 9$$

Part A

How many friends share the bag of marbles?

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

Part B

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

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

Item 10**Multi-Select Technology-Enhanced:** 2 points

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

Mrs. Pike's Colors of Paper

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

Select **THREE** colors of paper that each have an area of 36 square inches. (Area = Length \times Width)

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

Item 11

Multi-Part Technology-Enhanced: 2 points

Part A

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

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

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

Part B

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

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

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

Item 12

Constructed-Response: 2 points

Laura has 367 blocks and uses 46 to build a playhouse. How many blocks does Laura have left? Explain how you found your answer. Write your answer in the space provided.

Item 13

Extended Constructed-Response: 4 points

Julia, Monica, Nico, and Peter each have a rectangular garden. The rectangular gardens are the same size.

- Julia plants tomatoes in $\frac{1}{2}$ of her garden.
- Monica plants tomatoes in $\frac{4}{8}$ of her garden.
- Nico plants tomatoes in $\frac{7}{8}$ of his garden.
- Peter divides his garden into 6 equal parts.

Part A Write a number sentence that compares the fraction of Julia’s garden that she plants with tomatoes to the fraction of Monica’s garden that she plants with tomatoes, using $<$, $>$, or $=$. Write your answer in the space provided.

Part B Write a number sentence that compares the fraction of Nico’s garden that he plants with tomatoes to the fraction of Monica’s garden that she plants with tomatoes, using $<$, $>$, or $=$. Write your answer in the space provided.

Part C The fraction of Peter’s garden that he plants with tomatoes is greater than the fraction of Monica’s garden that she plants with tomatoes.

What fraction of Peter’s garden could be planted with tomatoes? Explain how you know. Write your answer in the space provided.

(Write your answers in the space provided on the next page.)

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

MATHEMATICS ADDITIONAL SAMPLE ITEM KEYS

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
1	MGSE3.OA.1	2	C	The correct answer is choice (C) 8×6 . The students will need 6 groups of 8 bottle caps, which can be represented with multiplication. Choices (A), (B), and (D) use incorrect operations to relate the numbers.
2	MGSE3.OA.4	2	D	The correct answer is choice (D) 84. The number in the box is the product of 7 and 12, which is 84. Choice (A) is incorrect because it is the difference between 12 and 7. Choice (B) is incorrect because it is the sum of 12 and 7. Choice (C) is the result of failing to regroup the ones when multiplying.
3	MGSE3.MD.3	2	B	The correct answer is choice (B) 21. Each circle represents 6 days. There are $5\frac{1}{2}$ circles for rainy, so 33 days were rainy. There are 2 circles for cloudy, so 12 days were cloudy. $33 - 12 = 21$. Choice (A) is incorrect because it compares the wrong categories. Choice (C) is incorrect because it counts 6 circles for rainy days instead of $5\frac{1}{2}$. Choice (D) is incorrect because it is the number of rainy days.
4	MGSE3.NBT.2	1	B	The correct answer is choice (B) 370. Choice (A) is the result of adding the 4 and 6 in the ones place to get 0 instead of 10. Answer choices (C) and (D) are the results of incorrect place value of 10 as 100. Choice (D) has an addition place value error of 4 as 400.
5	MGSE3.OA.5	2	C	The correct answer is choice (C) 12×6 . By the associative property of multiplication, $4 \times (3 \times 6) = (4 \times 3) \times 6$ and $(4 \times 3) \times 6 = 12 \times 6$. Choice (A) is incorrect because it is the result of adding 3 and 6 instead of multiplying. Choice (B) is incorrect because it combines the 3 and 6 to become 36 and multiplies it by 4. Choice (D) is incorrect because it multiplies both 3 and 6 by 4.
6	MGSE3.MD.4	2	D	The correct answer is choice (D). There are four nails that measure $1\frac{3}{4}$ inches. There is one nail that measures $2\frac{1}{4}$ inches. There are two nails that measure 3 inches. Choices (A), (B), and (C) are incorrect because the nails are measured incorrectly and/or the lengths are plotted incorrectly.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
7	MGSE3.NBT.1	2	B	The correct answer is choice (B) 671. To round to the nearest hundred, look at the digits in the tens place. If the digit is 5 or greater, round the hundreds place up. Since 7 is greater than 5, 671 rounds to 700. Choice (A) is incorrect because 648 rounds to 600. Choices (C) and (D) are incorrect because they round to 800.
8	MGSE3.G.1	1	C	The correct answer is choice (C) They all have 4 sides of equal lengths. All rectangles have two pairs of sides of equal length, but only squares have four sides of equal length. Choices (A), (B), and (D) are incorrect because they are true statements about all squares and all rectangles.
9	MGSE3.OA.4	3	Part A: A Part B: A	Part A: The correct answer is choice (A) 6. The inverse of division is multiplication, so 9×6 is 54. Choice (B) is incorrect because it uses subtraction. Choice (C) is incorrect because it uses addition. Choice (D) is incorrect because it multiplies 54 by 9. Part B: The correct answer is choice (A) 9. The number 54 divided by 6 is 9. Choice (B) is incorrect because it uses subtraction. Choice (C) is incorrect because it uses addition. Choice (D) is incorrect because it multiplies 54 by 6.
10	MGSE3. MD.7b	2	A/D/F	The correct answers are choices (A), (D), and (F). Choice (A) is correct because 4 multiplied by 9 is 36. Choice (D) is correct because 6 multiplied by 6 is 36. Choice (F) is correct because 12 multiplied by 3 is 36. Choice (B) is incorrect because 7 multiplied by 5 is 35. Choice (C) is incorrect because 10 multiplied by 4 is 40. Choice (E) is incorrect because 5 multiplied by 8 is 40.
11	MGSE3.MD.8	2	Part A: A Part B: D	Part A: The correct answer is choice (A) 170. Remove the two widths from the perimeter to get $940 - 300 - 300 = 340$. This is the sum of two lengths, so divide by 2 to determine that one length is 170. Choice (B) is incorrect because it is the total of both lengths. Choice (C) is incorrect because it is the sum of the two widths. Choice (D) is incorrect because it is the difference between the perimeter and one width. Part B: The correct answer is choice (D) 950. Perimeter is adding all the sides together, so $350 + 125 + 350 + 125$. Choice (A) is incorrect because it is the sum of two widths. Choice (B) is incorrect because it is the sum of one width and one length. Choice (C) is incorrect because it is the sum of two lengths.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
12	MGSE3.NBT.2	3	N/A	See scoring rubric and exemplar responses on beginning on page 79.
13	MGSE3.NF.3	3	N/A	See scoring rubric and exemplar responses beginning on page 81.

MATHEMATICS EXAMPLE SCORING RUBRICS AND EXEMPLAR RESPONSES

Item 12

Scoring Rubric

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

Item 12

Exemplar Response

Points Awarded	Sample Response
2	321 AND Subtract 46 from 367 by doing 7 minus 6 to get 1. Then 6 minus 4 to get 2 then 3 minus 0 to get 3. <i>Or other valid explanation.</i>
1	<i>321 with no explanation or an incorrect explanation</i> OR <i>an explanation that contains a computation error but contains the correct process</i>
0	<i>Response is irrelevant, inappropriate, or not provided.</i>

Item 13

Scoring Rubric

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

Item 13

Exemplar Response

Points Awarded	Sample Response
4	Part A: $\frac{1}{2} = \frac{4}{8}$ AND Part B: $\frac{7}{8} > \frac{4}{8}$ AND Part C: $\frac{4}{6}$ or other valid fraction AND Monica planted half of her garden with tomatoes. Half of Peter’s garden would be $\frac{3}{6}$. Since $\frac{4}{6}$ is greater than $\frac{3}{6}$, $\frac{4}{6}$ could be the fraction of Peter’s garden that he plants with tomatoes. Or other valid explanation.
3	The student correctly answers three of the four parts.
2	The student correctly answers two of the four parts.
1	The student correctly answers one of the four parts.
0	<i>Response is irrelevant, inappropriate, or not provided.</i>

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

APPENDIX: LANGUAGE PROGRESSIVE SKILLS, BY GRADE

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

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

* Subsumed by L.7.3a

† Subsumed by L.9-10.1a

† Subsumed by L.11-12.3a

Assessment Guide
Grade 3
End-of-Grade

