

2023 TESTING DATES

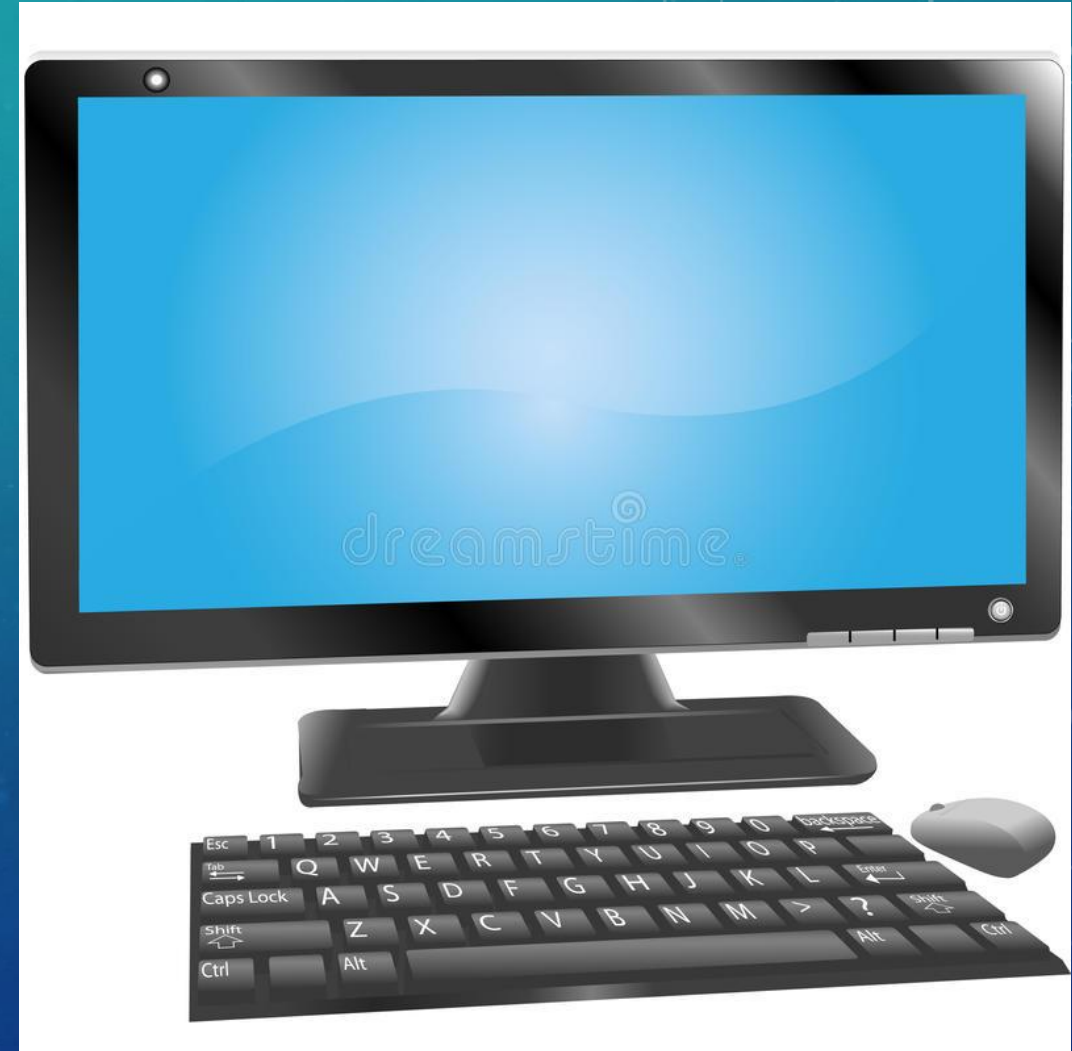
APRIL 24- MAY 5, 2023



TESTING ON COMPUTER

IF POSSIBLE, PLEASE ALLOW
YOUR CHILD TO PRACTICE AT
HOME!

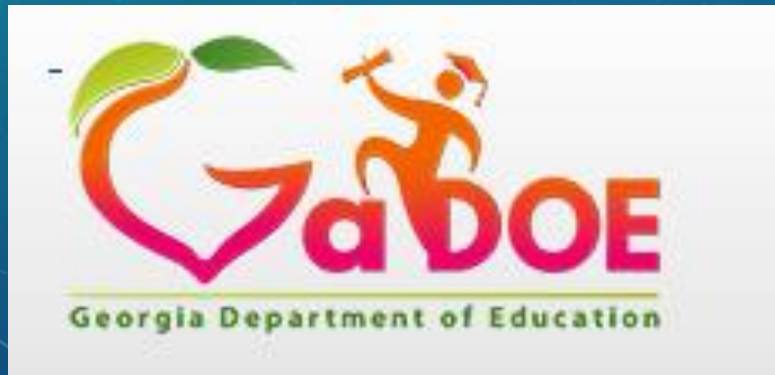
WE ARE WORKING ON
COMPUTERS AT SCHOOL WITH
WEEKLY READING TESTS, ACHIEVE
3000, AND DAILY TYPING
ASSIGNMENTS.



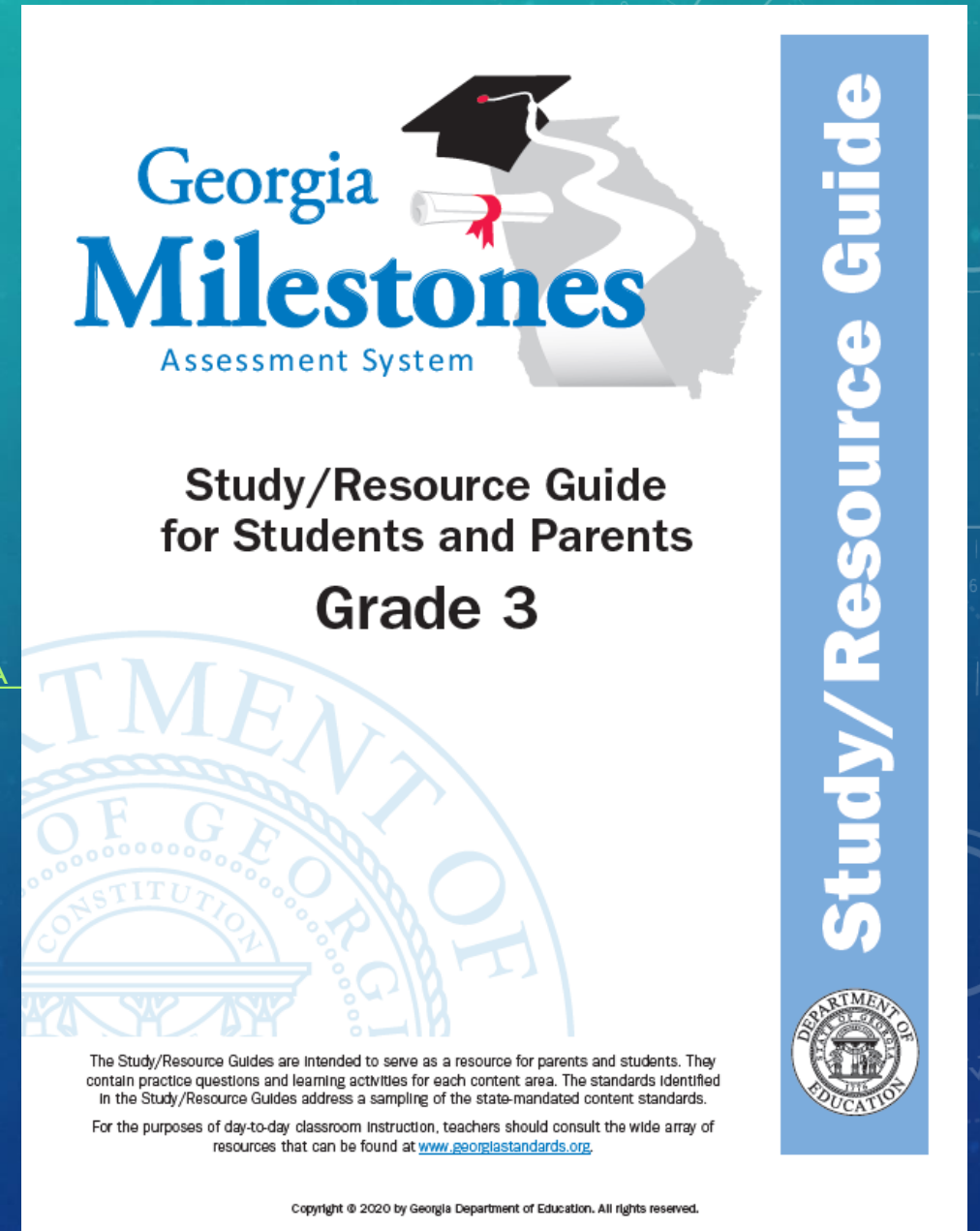
GRADE 3 STUDY/ RESOURCE GUIDE

Georgia Milestones Sample Test Questions

Click here: <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/Assessment%20Guides/EGA125 GR03 ELMA G 0001 20200925.pdf>



www.georgiastandards.org



WHY DO WE SPEND SO MUCH TIME ON WRITING?

Reporting Categories and Content Standards

Reporting Category/Domain	Content Standards Assessed	Approximate # of Points	Approximate % of Test
Reading and Vocabulary		32	53%
Key Ideas and Details	ELAGSE3.RL (1, 2, 3)	18	30%
	ELAGSE3.RI (1, 2, 3)		
Craft and Structure/ Integration of Knowledge and Ideas	ELAGSE3.RL (5, 6, 7, 9)	8	13%
	ELAGSE3.RI (5, 6, 7, 8, 9)		
Vocabulary Acquisition and Use	ELAGSE3.RL4/RI4	6	10%
	ELAGSE3.L (4, 4a, 4b, 4c, 4d, 5, 5a, 5b, 5c, 6)		
Writing and Language		28	47%
Writing	ELAGSE3.W (1, 1a, 1b, 1c, 1d, 2, 2a, 2b, 2c, 2d, 3, 3a, 3b, 3c, 3d, 4, 7, 8)	16	27%
Language	ELAGSE3.L (1, 1a, 1b, 1c, 1d, 1e, 1f, 1g, 1h, 1i, 2, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3, 3a)	12	20%
Total		60	100%

SELECTED RESPONSE

Multiple Choice Questions

- ONE correct response

Tips and Tricks

- Read EACH choice
- Eliminate wrong answers

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!

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

DRAG-AND-DROP TECHNOLOGY- ENHANCED: 2 POINTS

Example Item 2. *Continued.*

MOST LIKELY Result of Having a Weekly Calendar	Supporting Detail
•	•

Results

good grades
less homework
more field trips
fun music lessons


Details

Do you have a spelling test each week?

If you know the test is coming up, you will remember to study.

Perhaps your class has a field trip planned.

For example, you might have a piano lesson coming up that you need to practice for.

 Use a mouse, touchpad, or touchscreen to move the descriptions below the chart into the boxes in the chart.

CONSTRUCTED RESPONSE

Tips and Tricks

- Read question carefully
- Go back in the passage
- Reread answers

Constructed-Response: 2 points

Explain the steps BOTH authors provide to show how people can learn from nature.

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

[illegible]

TEACHING OUR STUDENTS HOW TO USE RUBRICS

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>

EXTENDED CONSTRUCTIVE RESPONSE

4 POINTS

Extended Constructed-Response: 4 points

Write a conclusion to the story in which Anna and Michael go back to the attic to see what else they can find.

Be sure to include what they say to each other and descriptions of how the attic looks.

Narrative Writer's Checklist

Be sure to:

- Develop a real or imagined experience.
- Include a situation and introduce a narrator and/or characters.
- Organize events in order.
 - Use words and phrases to show the sequence of events.
- Use dialogue and/or descriptions of actions, thoughts, and feelings to:
 - develop events.
 - show how characters respond to situations.
- Include a conclusion.
- Use ideas and/or details from the passage(s).
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

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

CONFERENCING WEEKLY WITH OUR STUDENTS TO MAKE IMPROVEMENTS

Genre: Narrative

Writing Trait	Points	Criteria
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.	4	<p>The student's response is a well-developed narrative that fully develops a real or imagined experience based on text as a stimulus.</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>The student's response is a complete narrative that develops a real or imagined experience based on text as a stimulus.</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>The student's response is an incomplete or oversimplified narrative based on text as a stimulus.</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*

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>

EXTENDED CONSTRUCTED RESPONSE

Written Response

- Opinion or Informational
4 Paragraph Essay

Tips and Tricks

- Answer ALL PARTS of the question

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.

EXTENDED WRITING RESPONSE

Opinion or Informational Essay

Tips and Tricks

- Read question carefully (there may be multiple!)
- Go back in the passages
- Use provided checklist

Be sure to:

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

Title

Introduction: Hook, State Opinion, Question, Hook (3-4)

DEFEND your opinion: RACECER(6-8)

Use evidence from BOTH passages

REBUTTAL: RACECER

Use evidence from BOTH passages

Conclusion: Restate Opinion: Hook, Question, Hook (3-4)

MATH

Reporting Categories and Content Standards

Reporting Category/Domain	Content Standards Assessed	Approximate # of Points	Approximate % of Test
Operations and Algebraic Thinking	MGSE3.OA (1, 2, 3, 4, 5, 6, 7, 8, 9)	15	25%
Number and Operations	MGSE3.NBT (1, 2, 3)	20	35%
	MGSE3.NF (1, 2, 3)		
Measurement and Data	MGSE3.MD (1, 2, 3, 4, 5, 6, 7, 8)	17	30%
Geometry	MGSE3.G (1, 2)	6	10%
Total		58	100%

The Standards for Mathematical Practice (1–8) will be embedded within items aligned to the mathematical content standards.

MATH SAMPLE QUESTION

Example Item 1

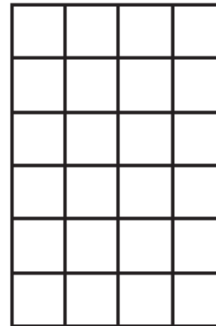
Selected-Response: 1 point


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.



Key	
	= 1 square foot

What is the TOTAL area of the floor?

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

MATH SAMPLE QUESTION

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

MATH SAMPLE QUESTION

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

TECHNOLOGY ENHANCED QUESTION

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


TECHNOLOGY ENHANCED QUESTION

Drag-and-Drop Multi-Part Technology-Enhanced: 2 points

Part A and Part B

Part A

Move numbers into each box to create an expression that is equivalent to 4×16 .


 ?

$\square \times \square \times \square = 4 \times 16$

1	2	3	4	5	6	7	8
9	10	11	12	13	14	15	16

Part B

Move numbers into each box to create an expression that is equivalent to $5 \times 2 \times 7$.

 ?

$(5 \times \square) + (5 \times \square) = 5 \times 2 \times 7$

1	2	3	4	5	6	7
8	9	10	11	12	13	14

→ Use a mouse, touchpad, or touchscreen to move a number into each box. Each number may be used 3 times in Part A and twice in Part B.

ONLINE RESOURCES

Clever

typing.com



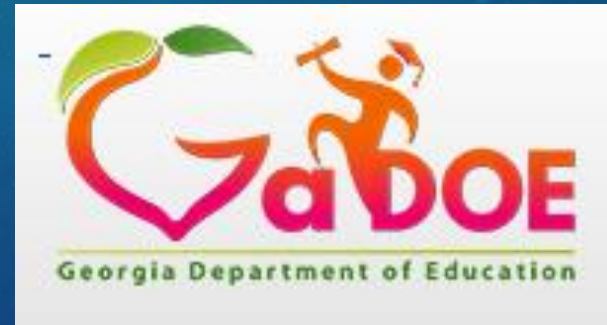
IXL



Achieve3000



Lexia Core5



HOW TO HELP YOUR CHILD DURING TESTING

- Go to bed on time or early
- Provide a healthy breakfast
- Arrive at school on time
- Avoid stress and distractions



HOW TO HELP YOUR CHILD DURING TESTING

Remind your child to...

- Give their best effort for each test
- Listen carefully to instructions
- Read carefully
- Use their time wisely
- Check answers when finished



[illegible]