GRADE 3

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Virginia Standards of Learning Assessments

3 GRADE

Introducing the Virginia Standards of Learning

The complete set of items that appeared on the Spring 2000 Standards of Learning test taken by most public school students in Virginia is presented in the following pages. The intent of this release of these test questions is to provide parents and teachers additional information to accompany the Student Performance Report and/or the Parent Report.

The information accompanying each test question is broken into several components:

Reporting Category: Matches the score report and allows for identification of strengths and weaknesses indicated by student scores.

Standard of Learning: Presents the SOL used in developing the assessment question.

Builds To: Indicates how the student will use the content in future course work.

Instruction: Provides information for teachers to use as the SOL is incorporated into instruction.

Parent Tip: Provides strategies for parents to use in assisting their child.

The answer to each question can be found in the back of the booklet.

Virginia
Standards of Learning Assessments

English Test: Reading

3 GRADE

RELEASED ▼ SELECTION

The Ideal Picnic Spot

1 "What a beautiful day!" said Ted Berry to his wife one fair spring morning. "Let's go on a picnic."

2 "That's a wonderful idea," replied Mrs. Berry. "Why don't we take a look in the refrigerator and see what we can pack?" They found leftover turkey, some green salad, a few pickles, and four fresh oranges. There was a nice loaf of bread and even a pie to take. Before long they had filled the picnic basket.

3 Mr. and Mrs. Berry and their three children walked out the front door. Mr. Berry carried the picnic basket, and Mrs. Berry carried a jug of lemonade. Jenny had her new kite, and little Bobby had brought a ball. Henry held Rex's leash.

4 Off they went, down the road and over the hill. Soon they came to the woods. "Here's a nice spot," said Jenny. "Look at all the wildflowers!"

5 "Yes," said her mother. "But there is no water for you children to wade in. Let's keep going for a while."

6 A little later, they found a picnic table next to the pond. "No," said Henry. "Let's try to find a place where Rex can run and Jenny can fly her kite." Everyone agreed that this was what they needed.

7 On they went, looking for a picnic spot. One place was too sunny, and the next was too shady. Mr. Berry said that the picnic basket was getting heavy, and little Bobby said he was getting hungry. They walked around for an hour or so, looking for the best place to have their picnic. Finally, everyone agreed that they would just walk around the next bend in the path and eat there, whether it was perfect or not. So the Berry family turned the bend, and there was a lovely picnic area.

8 There were some trees for shade, and some sunny areas for warmth. There were wildflowers blooming and a small creek for wading. A picnic table was all set up. Mr. and Mrs. Berry unpacked the picnic lunch, and everyone sat down to enjoy it. "I think we should do this all the time," said Henry, happily munching on a pickle. Jenny, running off with her kite held high, added, "I agree!"

9 "Best of all," said Mr. Berry, "we won't have far to walk home since we're in our own backyard!"

English Test: Reading

3 GRADE

Reporting Category: Use Word Analysis Strategies (Phonetic/structural)

A. Standard of Learning: K.7 The student will develop an understanding of basic phonetic principles.

c) Recognize rhyming words.

Builds To: Work with rhyming words continues throughout the study of Reading and Writing and increases in complexity.

A

1 Read this sentence from the story.

"What a beautiful day!"

What word rhymes with day?

A boy
B they
C car
D sat

Instruction: Provide students an opportunity to choose a word that rhymes with an identified word in a sentence.

Parent Tip A:

Have your child give you rhyming words for words that you identify in a story or poem you are reading with him/her or he/she is reading.

B. Standard of Learning: 2.4 The student will use phonetic strategies when reading and writing.

a) Use knowledge of consonants and consonant blends in words.

Builds To: Work with consonant blends continues throughout the study of Reading and Writing and increases in complexity.

B

2 Look at this picture.

Which word has the same middle and ending sounds as the name of the picture?

F butter
G rabbit
H kettle
J nibble

Instruction: Provide students an opportunity to name an object in a picture and find a word that has the same middle and ending sounds.

Parent Tip B:

Have your child identify objects in pictures and name another word that has the same middle and ending sounds.

English Test: Reading

GRADE 3

A. Standard of Learning: 2.6 The student will use language structure when reading.

b) Use knowledge of contractions and singular possessives.

Builds To: Work with language structures continues throughout the study of Reading and Writing and increases in complexity.

A

3 Read this sentence from the story.

"Best of all," said Mr. Berry, "we won't have far to walk home since we're in our own backyard!"

What is another way to write won't as it is used in the sentence above?

A can not
B were not
C will not
D do not

Instruction: Provide students an opportunity to replace contractions in sentences with the two words they shorten.

Parent Tip A:

Have your child replace contractions with the two words they shorten in stories or poems you are reading with him/her or he/she is reading.

Reporting Category: Understand a Variety of Printed Materials/Resource Materials

B. Standard of Learning: 2.8 The student will demonstrate comprehension of fiction and nonfiction selections.

f) Explain the problem, solution, or central idea.

Builds To: Work with comprehension of fiction and nonfiction continues throughout the study of Reading and Writing and increases in complexity.

B

4 What lesson does the Berry family learn in the story?

F It is difficult to find a nice place to eat.
G What you already have is sometimes best.
H It is always best to choose a shady place.
J Always take lots of food to a picnic.

5 How does the family finally solve their problem?

A They eat in the car.
B They walk to a creek.
C They go home.
D They drive to the next town.

Instruction: Provide students an opportunity to identify a lesson learned from a story; and to identify the solution to a problem presented in a story.

Parent Tip B:

Have your child read a story and tell any lessons learned from the story. Have your child read a story and develop a solution for a problem presented in the story.

English Test: Reading

3 GRADE

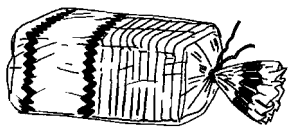
A. Standard of Learning: 2.11 The student will locate information in reference materials.

b) Examine pictures and charts.

Builds To: Work with reference materials continues throughout the study of Reading and Writing and increases in complexity.

A

6 Look at this picture.



Which words from the story tell about this picture?

F "even a pie to take"
G "a jug of lemonade"
H "the picnic basket"
J "a nice loaf of bread"

Instruction: Provide students an opportunity to look at a picture and find a description of the picture in the story.

Parent Tip A:

Have your child find a description of an object in a story you are reading to him/her or he/she is reading.

B. Standard of Learning: 3.5 The student will demonstrate comprehension of a variety of printed materials.

c) Make, confirm, or revise predictions.

Builds To: Work with making predictions continues throughout the study of Reading and Writing and increases in complexity.

B

7 In the future, the Berry family will probably —

A take a long drive every weekend
B spend more time in their backyard
C buy new kites and balls
D eat in the house instead of outside

Instruction: Provide students an opportunity to draw a conclusion based on information in a story.

Parent Tip B:

Have your child predict a conclusion for a story you are reading to him/her or he/she is reading.

English Test: Reading

3 GRADE

Reporting Category: Understand Elements of Literature

A. Standard of Learning: 3.5 The student will demonstrate comprehension of a variety of printed materials.

e) Compare and contrast settings, characters, and events.

Builds To: Work with comparing and contrasting settings, characters, and events continues throughout the study of Reading and Writing and increases in complexity.

A

8 What was wrong with the first picnic site that the Berry family saw?

F There was no water for the children to wade in.
G There wasn't enough room for Jenny to fly her kite.
H There was too much shade and not enough sunlight.
J There was no place where the dog could run.

Instruction: Provide students an opportunity to interpret why an event occurred based on information in the story.

Parent Tip A:

Have your child interpret why an event has taken place in a story you are reading to him/her or he/she is reading.

B. Standard of Learning: 3.5 The student will demonstrate comprehension of a variety of printed materials.

f) Organize information or events logically.

Builds To: Work with the organization of information or events continues throughout the study of Reading and Writing and increases in complexity.

B

9 What was Henry doing when Jenny went to fly her kite?

A Walking the dog
B Bouncing a ball
C Picking flowers
D Eating a pickle

Instruction: Provide students an opportunity to identify events occurring at the same time in a story.

Parent Tip B:

Have your child name an event that is occurring at the same time as an event you identify in a story you are reading to him/her or he/she is reading.

English Test: Reading

3 GRADE

RELEASED ▼ SELECTION

George Washington Carver's Dream

1 "I want to know; I want to know." These words ran through young George's head all day as he went about his chores on the Carver farm. He heard them as he investigated the wonders of nature in his garden and as he watched the birds flying overhead.

2 "I can do that; I can do that," were the words he heard as he watched his Aunt Sue Carver knit with four needles or as he tried to paint pictures with paints made from pokeberries. George was like a sponge, soaking up information from everything and everyone. But his biggest, most secret dream was to go to school.

3 Aunt Sue had given him an old Speller and helped him puzzle out the words, but that was not enough for George. He wanted to read, to write, and to know the names of the flowers and birds. He wanted to learn about writers and painters. He wanted to know everything!

4 But George could not attend the only school near the Carver farm outside Diamond Grove, Missouri. It was for white children only. So 10-year-old George decided to leave Diamond Grove. Early one morning, dressed in his best clothes, he said good-bye to his family. Then he left the only home he had ever known and set out, all alone.

5 George knew that in Neosho there was a school that would allow him to attend classes. Neosho was eight miles away, but George, who was used to walking, reached the town by late afternoon.

6 The first night, George slept in the hayloft of a barn near the school. The shuffling of the horses' feet and the soft sound of their breathing comforted the lonely, frightened child. The next morning, he was so hungry! He climbed down out of the hayloft and perched on a woodpile to think about how he would get breakfast. While he was sitting there, a woman came outside for wood to make her breakfast fire. She could see that the slight little boy was hungry and frightened, and she invited him inside for breakfast. Her name was Mariah Watkins.

7 Mariah and her husband, Andy, believed in George's dream of education for all, so they invited him to live with them. When the other children ran out to play for recess, George would hop over the fence, prop up a book, and weed, sweep, or scrub until the bell rang again. He gladly did the chores because his dream was coming true. He was at school!

English Test: Reading

GRADE 3

Reporting Category: Use Word Analysis Strategies (Phonetic/Structural)

A. Standard of Learning: 2.4 The student will use phonetic strategies when reading and writing.

a) Use knowledge of consonants and consonant blends in words.

Builds To: Work with consonant blends continues throughout the study of Reading and Writing and increases in complexity.

A

10 Look at this picture.

Which word from the story begins with the same sounds?

F dream
G scrub
H prop
J sweep

Instruction: Provide students an opportunity to identify a word from a story that begins with the same sounds as a given picture.

Parent Tip A:

Have your child find a word that begins with the same sounds as a picture in a story you are reading to him/her or he/she is reading.

B. Standard of Learning: 2.6 The student will use language structure when reading.

b) Use knowledge of contractions and singular possessives.

Builds To: Work with language structure continues throughout the study of Reading and Writing and increases in complexity.

B

11 Read this sentence from the story.

Aunt Sue had given him an old Speller and helped him puzzle out the words, but that was not enough for George.

Which of these is another way to write that was not as it is used in this sentence?

A that's not
B that weren't
C that wasn't
D that's was not

Instruction: Provide students an opportunity to take a sentence from a story and replace two words with a contraction.

Parent Tip B:

Have your child replace two words with the appropriate contraction in stories or poems you are reading with him/her or he/she is reading.

English Test: Reading

3 GRADE

A. Standard of Learning: 3.3 The student will apply word-analysis skills when reading and writing.

b) Use knowledge of homophones.

Builds To: Work with homophones continues throughout the study of Reading and Writing and increases in complexity.

A

12 Read these sentences about the story.

George was never ____ to school. He decided to go all ____ himself.

Which pair of words makes the sentences correct?

F scent, by
G sent, buy
H scent, buy
J sent, by

Instruction: Provide students an opportunity to complete sentences within a story, filling in blanks from a list of words that are homophones.

Parent Tip A:

Have your child complete sentences within a story you are reading to him/her or he/she is reading, using homophones.

B. Standard of Learning: 3.4 The student will use strategies to read a variety of printed materials (nonfiction, fiction, poetry).

c) Apply meaning clues, language structure, and phonetic strategies.

Builds To: Work with reading strategies continues throughout the study of Reading and increases in complexity.

B

13 What does the word investigated mean in paragraph 1 of this story?

A Listened to
B Told
C Studied
D Read about

Instruction: Provide students an opportunity to define a word based on its usage in a sentence from a story.

Parent Tip B:

Have your child give a definition for a word found in a story or poem you are reading him/her or he/she is reading based on its use in a sentence.

English Test: Reading

GRADE 3

Reporting Category: Understand a Variety of Printed Materials/Resource Materials

A. Standard of Learning: 3.5 The student will demonstrate comprehension of a variety of printed materials.

c) Make, confirm, or revise predictions.

Builds To: Work with making predictions continues throughout the study of Reading and Writing and increases in complexity.

A

14 As George grew up, he probably —

F became tired of working so hard and gave up
G went back to Diamond Grove and never left again
H lived with the Watkins couple all his life
J worked hard to make something of his life

Instruction: Provide students an opportunity to predict what probably happened in a story.

Parent Tip A:

Have your child predict what probably happened in a story you are reading to him/her or he/she is reading.

B. Standard of Learning: 3.10 The student will record information from print and nonprint resources.

a) Use dictionaries, encyclopedias, and other reference books.

Builds To: Work with print and nonprint resources continues throughout the study of Reading and Writing and increases in complexity.

B

15 The BEST place to look for more information about George Washington Carver would be in —

A an atlas
B a dictionary
C a thesaurus
D an encyclopedia

Instruction: Provide students an opportunity to determine other resources on a topic from a story.

Parent Tip B:

Have your child identify other resources that could be used to gather information about a topic found in a story you are reading to him/her or he/she is reading.

English Test: Reading

3 GRADE

Reporting Category: Understand Elements of Literature

A. Standard of Learning: 3.5 The student will demonstrate comprehension of a variety of printed materials.

e) Compare and contrast settings, characters, and events.

Builds To: Work with comparing and contrasting settings, characters, and events continues throughout the study of Reading and Writing and increases in complexity.

A

16 In this story, George Washington Carver can BEST be described as —

F curious, eager, and brave
G gentle, quiet, and shy
H afraid, worried, and lazy
J happy, funny, and lively

Instruction: Provide students an opportunity to describe a character from a story.

Parent Tip A:

Have your child describe a character found in a story you are reading to him/her or he/she is reading.

B. Standard of Learning: 3.5 The student will demonstrate comprehension of a variety of printed materials.

f) Organize information or events logically.

Builds To: Work with organizing information or events continues throughout the study of Reading and Writing and increases in complexity.

B

17 What did George do just before he said good-bye to his family?

A He dressed in his best clothes.
B He looked up at the birds flying.
C He climbed down from the hayloft.
D He finished his chores in the garden.

Instruction: Provide students an opportunity to determine what happened before an event occurred in the story.

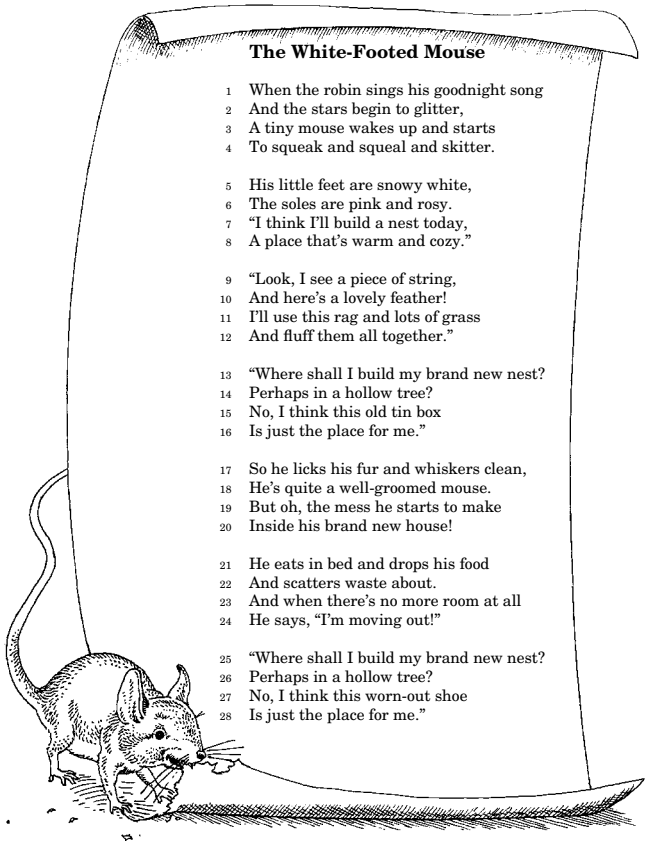
Parent Tip B:

Have your child determine what happened before an event occurred in a story you are reading to him/her or he/she is reading.

English Test: Reading

3 GRADE

RELEASED ▼ SELECTION



The White-Footed Mouse

When the robin sings his goodnight song
And the stars begin to glitter,
A tiny mouse wakes up and starts
To squeak and squeal and skitter.

His little feet are snowy white,
The soles are pink and rosy.
"I think I'll build a nest today,
A place that's warm and cozy."

"Look, I see a piece of string,
And here's a lovely feather!
I'll use this rag and lots of grass
And fluff them all together."

"Where shall I build my brand new nest?
Perhaps in a hollow tree?
No, I think this old tin box
Is just the place for me."

So he licks his fur and whiskers clean,
He's quite a well-groomed mouse.
But oh, the mess he starts to make
Inside his brand new house!

He eats in bed and drops his food
And scatters waste about.
And when there's no more room at all
He says, "I'm moving out!"

"Where shall I build my brand new nest?
Perhaps in a hollow tree?
No, I think this worn-out shoe
Is just the place for me."

English Test: Reading

3 GRADE

Reporting Category: Use Word Analysis Strategies (Phonetic/Structural)

A. Standard of Learning: K.7 The student will develop an understanding of basic phonetic principles.

c) Recognize rhyming words.

Builds To: Work with rhyming words continues throughout the study of Reading and Writing and increases in complexity.

A

18 The last word of line 6 rhymes with the last word in line —

F 7
G 8
H 9
J 10

19 Read this line from the poem.

> **To squeak and squeal and skitter.**

Which word rhymes with squeak?

A peek
B cake
C talk
D break

Instruction: Provide students an opportunity to identify a line in a poem that has a last word rhyming with the last word of a given line; provide students an opportunity to find a word that rhymes with a given word from a poem.

Parent Tip A:

Have your child give you another word that rhymes with a given last word in a line of a poem you are reading to him/her or he/she is reading.

B. Standard of Learning: 2.6 The student will use language structure when reading.

d) Use knowledge of sentence structure.

Builds To: Work with language structure continues throughout the study of Reading and Writing and increases in complexity.

B

20 Which words from lines 21 through 24 are the names of THINGS?

F bed, food, waste, room
G he, his, there's, when
H eats, drops, scatters, says
J in, about, at, out

Instruction: Provide students an opportunity to identify words that name things in a poem.

Parent Tip B:

Have your child identify words that name things in a poem you are reading with him/her or he/she is reading.

English Test: Reading

GRADE 3

Reporting Category: Understand a Variety of Printed Materials/Resource Materials

A. Standard of Learning: 1.14 The student will alphabetize words according to the first letter.

Builds To: Work with alphabetizing words continues throughout the study of Reading and Writing and increases in complexity.

A

21 If you put these words in alphabetical order, which one comes last?

A whiskers
B fur
C soles
D mouse

Instruction: Provide students an opportunity to name the last word from a set that must be alphabetized.

Parent Tip A:

Have your child alphabetize a list of words that you give him/her and specify which word comes last.

B. Standard of Learning: 2.8 The student will demonstrate comprehension of fiction and nonfiction selections.

f) Explain the problem, solution, or central idea.

Builds To: Work with comprehension continues throughout the study of Reading and increases in complexity.

B

22 What is the main idea of this poem?

F When it builds nests in people's things, a mouse becomes a problem.
G The mouse likes to come out at night and look at the stars shining in the sky.
H A tiny mouse with little white feet runs around all the time with no place to rest.
J Whenever the mouse's nest gets messy, he finds another place and makes a new one.

Instruction: Provide students an opportunity to state the main idea of a poem.

Parent Tip B:

Have your child state the main idea of a poem you are reading to him/her or he/she is reading.

English Test: Reading

3 GRADE

A. Standard of Learning: 3.5 The student will demonstrate comprehension of a variety of printed materials.

c) Make, confirm, or revise predictions.

Builds To: Work with making predictions continues throughout the study of Reading and Writing and increases in complexity.

A

23 What will the white-footed mouse do next?

A Live in a hollow tree
B Search for food
C Make a nest in the shoe
D Clean out the tin box

Instruction: Provide students an opportunity to predict what a character will do next in a poem.

Parent Tip A:

Have your child predict what a character will do next in a poem you are reading to him/her or he/she is reading.

B. Standard of Learning: 3.5 The student will demonstrate comprehension of a variety of printed materials.

d) Ask and answer questions.

Builds To: Work with asking and answering questions continues throughout the study of Reading and Writing and increases in complexity.

B

24 Which question is answered in lines 9 through 12?

F Why does the mouse need a new nest today?
G What does the mouse use to make a nest?
H Where does the mouse build his nest?
J Why does the mouse like to sleep in the grass?

Instruction: Have students write a question based on information contained in given lines of a poem.

Parent Tip B:

Have your child write a question about information in given lines of a poem you are reading to him/her or he/she is reading.

English Test: Reading

3 GRADE

Reporting Category: Understand Elements of Literature

A. Standard of Learning: 3.5 The student will demonstrate comprehension of a variety of printed materials.

f) Organize information or events logically.

Builds To: Work with the organization of information or events continues throughout the study of Reading and Writing and increases in complexity.

A

25 In the poem, the mouse first builds a nest in —

A a worn-out shoe
B a birdhouse
C a hollow tree
D an old tin box

Instruction: Provide students an opportunity to identify what comes first in a sequence of events in a poem.

Parent Tip A:

Have your child sequence the events of a poem after you have read it to him/her or he/she has read it.

English: Writing Test

3 GRADE

Thank You for the Books

Billy wants to write a letter to Adrian Hall, an author whose books he enjoys reading.

Billy made this chart about some of the author's books. Use it to answer question 1.

Book Title	Main Characters	Reasons Why I Liked It
Adventure on Planet Valdea	Darcie Jade River Quinn	Funny characters Interesting planet
Timothy's Treasure	Timothy Barnes Jake (his dog)	Nice dog _____ Fun wondering what the treasure is
Time Travelers	Wendall Davis Naomi Smith	Time travel Learn about history Amusing problems

Reporting Category: Plan, Compose, and Revise Paragraphs, Stories, Letters, and Reports

A. Standard of Learning: 3.7 The student will write descriptive paragraphs.

c) Group related ideas.

Builds To: Work with grouping related ideas in descriptive paragraphs continues throughout the study of Writing and increases in complexity.

A

1 Which of these could Billy add to his chart in the blank under Reasons Why I Liked It?

A Exciting adventure
B A dog named Jake
C My favorite author
D Three good books

Instruction: Provide students an opportunity to analyze a chart that has information grouped under headings and determine an appropriate entry for one of the headings.

Parent Tip A:

Have your child analyze a chart that has information grouped in headings and then determine another entry for one of the headings.

English: Writing Test

3 GRADE

RELEASED ▼ ITEMS

Here is the first part of Billy's rough draft. Use it to answer questions 2–4.

Dear Mr. Hall,

(1)You are my favorite author. (2)That's why I wanted to write you a thank-you letter. (3)I really enjoy reading your books. (4)They are full of fun and adventure. (5)Last summer I went to an adventure park and had a great time. (6)When I'm reading one of your books, I feel as if I'm having an adventure myself. (7)Reading your books makes my life more exciting.

(8)Your characters and stories are very interesting to me. (9)So are your settings. (10)All of your characters are brave and funny. (11)This helps them get through their adventures. (12)The characters are not all the same, though. (13)Each one has something special. (14)Some have a certain fear or an unusual skill. (15)I like and admire the people in your novels. (16)I would like them to be my friends in real life. (17)Thank you for creating them so well for your readers.

A. Standard of Learning: 2.9 The student will write stories, letters, and simple explanations.

b) Organize writing to include a beginning, middle, and end.

Builds To: Work with organizing writing with a beginning, middle, and end continues throughout the study of Writing and increases in complexity.

A

2 Which sentence tells the main idea of Billy's letter?

F 3
G 11
H 13
J 16

Instruction: Number the sentences in a letter. Provide students an opportunity to identify by number the sentence that gives the main idea.

Parent Tip A:

Have your child locate the main idea in a letter that you have written to him/her.

English: Writing Test

3 GRADE

A. Standard of Learning: 2.9 The student will write stories, letters, and simple explanations.

c) Revise writing for clarity.

Builds To: Work with revising writing for clarity continues throughout the study of Writing.

A

3 How can sentences 8 and 9 best be joined without changing their meaning?

A Characters and stories are very interesting to me so are your settings.

B Your characters, stories, and settings are very interesting to me.

C Very interesting to me so are your characters, stories, and settings.

D Your characters and stories are very interesting to me so are your settings.

Instruction: Provide students an opportunity to combine sentences from a draft without changing their meaning.

Parent Tip A:

Have your child combine sentences without changing their meaning from a piece of writing you have done that has short sentences.

B. Standard of Learning: 3.7 The student will write descriptive paragraphs.

b) Focus on a central idea.

Builds To: Work with focusing on a central idea in descriptive writing continues throughout the study of Writing and increases in complexity.

B

4 Which of these sentences does not belong in Billy's letter?

F 5

G 7

H 12

J 17

Instruction: Provide students an opportunity to identify sentences that do not belong in a piece of writing.

Parent Tip B:

Have your child analyze a writing that you have done to identify sentences that do not belong.

English: Writing Test

3 GRADE

RELEASED ▼ ITEMS

Read this next section of Billy's rough draft and answer questions 5 and 6. This section has groups of underlined words. The questions ask about these groups of underlined words.

(18)The places where the characters find themselves also add excitement to your stories. (19)It was fun to visit another planet with Darcie and Buster in *Adventure on Planet Valdea.* (20)That story is full of surprises.

(21)I was also surprised all through *Time Travelers.* (22)I liked how the characters travel to a different time and place in each chapter. (23)I enjoyed learning about how people lived during ancient times in Egypt?

(24)My best friend and me both love your books. (25)His name is Charlie Jones. (26)We like to read the books at the same time so that we can talk about them. (27)Charlie's older sister was the one who told me about your books. (28)I'm so happy she did!

Yours truly,

Billy Parker

Billy Parker

Reporting Category: Edit for grammar, capitalization, punctuation, and spelling

A. Standard of Learning: 3.8 The student will write stories, letters, simple explanations, and short reports across all content areas.

d) Edit final copies for grammar, capitalization, punctuation, and spelling.

Builds To: Work with editing continues throughout the study of Writing and increases in complexity.

A

5 In sentence 23, in Egypt? should be written —

A In Egypt.
B in Egypt.
C in egypt.
D as it is

6 In sentence 24, My best friend and me should be written —

F My best friend and i
G Me and my best friend
H My best friend and I
J as it is

Instruction: Provide students an opportunity to identify punctuation errors in an underlined selection from a rough draft; provide an opportunity for students to correct grammar errors from an underlined selection from a rough draft.

Parent Tip A:

Have your child identify incorrect punctuation and grammar errors in a piece of writing you have done for him/her.

English: Writing Test

3 GRADE

Elsie's Fairy Tale

Elsie's teacher has asked the students to write a new fairy tale.

Elsie made this list to show what happens in her fairy tale. Use it to answer question 7.

1. The princess doesn't want to stay in the castle.
2. She cries one night in bed.
3. Her tears fall on the floor and make music.
4. I like to play the piano.
5. The elves hear the music.
6. They come to help her.
7. She goes outside and explores.
8. She goes back home.

Reporting Category: Plan, Compose, and Revise Paragraphs, Stories, Letters, and Reports

A. Standard of Learning: 3.7 The student will write descriptive paragraphs.

c) Group related ideas.

Builds To: Work with grouping related ideas in descriptive paragraphs continues throughout the study of Writing and increases in complexity.

A

7 Which of these does not belong on Elsie's list?

A 3
B 4
C 5
D 6

Instruction: Provide students an opportunity to analyze a list about what happens in a fairy tale to determine what does not belong.

Parent Tip A:

Have your child explain what happens in a fairy tale after you have read one to him/her or she/he has read one.

English: Writing Test

3 GRADE

RELEASED ▼ ITEMS

Here is the first part of Elsie's rough draft. Use it to answer questions 8–11.

The Princess and the Elves

(1)Long ago and far away, there was a young princess named Camille. (2)She lived in a big castle. (3)The castle looked fancy, but very cold it was inside. (4)You had to sit right by the fire. (5)That was the only way to keep warm. (6)There wasn't anything for a princess to do. (7)She just put on beautiful dresses and sat around the castle all day. (8)Not a very interesting life. (9)She wished that her life were more exciting.

(10)"If only I could go out into the world to see what it is like," she said.

(11)Her parents wouldn't let her go outside the tall stone walls of the castle yard. (12)They loved their daughter very much. (13)Her parents didn't understand that she needed to have more fun in her life.

(14)Out in the castle yard, she could feel the sun on her face. (15)She could see the blue sky and breathe fresh air out there too. (16)But that wasn't enough for her.

English: Writing Test

3 GRADE

A. Standard of Learning: 3.7 The student will write descriptive paragraphs.

d) Include descriptive details that elaborate the central idea.

Builds To: Work with elaboration of the central idea continues throughout the study of Writing and increases in complexity.

B. Standard of Learning: 3.7 The student will write descriptive paragraphs.

e) Revise writing for clarity.

Builds To: Work with writing for clarity continues throughout the study of Writing and increases in complexity.

A

8 Which of these could be added after sentence 12?

F This is an interesting fairy tale.
G They wanted to keep her safe.
H The castle had been built long ago.
J Her parents didn't let her go outside.

Instruction: Provide students sentences and let them identify the sentence that could be inserted into the numbered draft.

B

9 Which of these is not a complete sentence?

A 2
B 6
C 8
D 11

10 How should sentence 3 be written?

F The castle looked fancy and inside very cold it was.
G But the castle looked fancy and inside very cold.
H The castle cold inside looked fancy.
J The castle looked fancy, but it was very cold inside.

11 How can sentences 4 and 5 best be joined without changing their meaning?

A The only way to keep warm was to sit right by the fire.
B Sit right by the fire so that the only way it will keep warm.
C You had to sit right by the fire the only way to keep warm.
D To sit right by the fire, you had to keep warm.

Instruction: Provide students an opportunity to identify numbered statements as incomplete sentences; to rewrite an identified sentence; and to determine how to join two sentences together without changing their meaning.

Parent Tip A:

Have your child insert a sentence into an incomplete fairy tale that will elaborate the central idea.

Parent Tip B:

Have your child identify incomplete sentences, rewrite a chosen sentence, and join two sentences together without changing their meaning in a piece of writing that you have done for him/her.

English: Writing Test

GRADE 3

RELEASED ▼ ITEMS

Read this next section of Elsie's rough draft and answer questions 12 and 13. This section has groups of underlined words. The questions ask about these groups of underlined words.

(17)One night in bed, the young princess began to cry. (18)as princess Camille cried, her tears fell onto the stone floor. (19)When her tears fell, they made a special kind of music that only elves could hear. (20)Deep in the forest, a family of elves was awakened by this music.

(21)"The princess is feeling very sad!" said the youngest elf. (22)"What can we do?"

(23)The mother elf said, "We must go to the castle and help her!"

(24)Soon the elves were in Camille's bedroom, looking up at her from the floor. (25)When she opened her eyes, she was very surprised to see them.

(26)"May I help you?"

(27)"No, thank you," said the father elf. (28)"We are hear to help *you*."

English: Writing Test

3 GRADE

Reporting Category: Edit for grammar, capitalization, punctuation, and spelling

A. Standard of Learning: 2.10 The student will edit final copies for grammar, capitalization, punctuation, and spelling.

b) Capitalize all proper nouns and words at the beginning of sentences.

Builds To: Work with capitalization continues throughout the study of Writing and increases in complexity.

A

12 In sentence 18, <u>as princess Camille</u> should be written —

F As princess camille
G As Princess Camille
H as Princess Camille
J as it is

Instruction: Provide students an opportunity to find capitalization errors in an underlined selection from a fairy tale.

Parent Tip A:

Have your child identify errors in capitalization in a piece of writing that you have done for him/her.

B. Standard of Learning: 3.8 The student will write stories, letters, simple explanations, and short reports across all content areas.

d) Edit final copies for grammar, capitalization, punctuation, and spelling.

Builds To: Work with editing continues throughout the study of Writing and increases in complexity.

B

13 In sentence 28, <u>are hear</u> should be written —

A is here
B are here
C is hear
D as it is

Instruction: Provide students an opportunity to identify spelling errors in an underlined selection.

Parent Tip B:

Have your child identify spelling errors in a piece of writing that you have done for him/her.

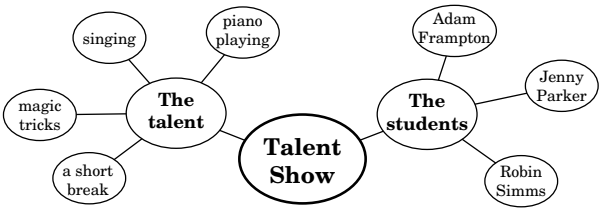
English: Writing Test

3 GRADE

The Talent Show

Eli wants to write a news story for the school newspaper about last Friday night's talent show.

Eli made this web to help him write his article. Use it to answer question 14.



Reporting Category: Plan, Compose, and Revise Paragraphs, Stories, Letters, and Reports

A. Standard of Learning: 3.7 The student will write descriptive paragraphs.

a) Develop a plan for writing.

Builds To: Work with developing a plan for writing continues throughout the study of Writing and increases in complexity.

A

14 This web will help Eli to —

F plan what to write in his news story
G find out who had the most talent
H think of things that could happen at a talent show
J ask his friends what they liked the most about the show

Instruction: Provide students an opportunity to analyze a web to determine what it could be used for.

Parent Tip A:

Have your child look at a diagram (web) of information to determine what it could be used for.

English: Writing Test

3 GRADE

RELEASED ▼ ITEMS

Here is the first part of Eli's rough draft. Use it to answer questions 15–17.

(1)Everyone has a talent, and there isn't anyone who doesn't have a talent. (2)Some brave students shared their talents with us last Friday night. (3)Here at Fairhaven Elementary School. (4)The Seventh Annual Fairhaven Talent Show began at 7:00 p.m. (5)It didn't end until 9:00 p.m. (6)That's a lot of talent! (7)The audience really liked all of the acts. (8)They never were bored. (9)At 8:00 there was a break, during then there were cookies served by some of the parents. (10)After the break, the seats were filled again. (11)Everyone was ready for more!

(12)It was fun to learn more about our friends. (13)It was also interesting to learn about the things that they can do. (14)Brian Quinn introduced all of the acts and did a great job. (15)Brian's talent is that he is funny. (16)He was a perfect host for the show.

English: Writing Test

3 GRADE

A. Standard of Learning: 3.7 The student will write descriptive paragraphs.

e) Revise writing for clarity.

Builds To: Work with writing for clarity continues throughout the study of Writing and increases in complexity.

A

15 Which sentence says the same thing twice?

A 1
B 4
C 5
D 7

16 Which of these is not a complete sentence?

F 2
G 3
H 6
J 8

17 How should sentence 9 best be written?

A At 8:00 was a break, cookies were served by some of the parents during then.
B During a break at 8:00, cookies were served by some of the parents.
C During a break, by some of the parents cookies at 8:00 were served.
D By some of the parents, cookies at 8:00 were served, during a break.

Instruction: Number the statements in a rough draft of a news story. Provide students an opportunity to identify a redundant sentence; to identify an incomplete sentence; and to improve the clarity of a sentence.

Parent Tip A:

Have your child identify a redundant sentence, identify an incomplete sentence, and improve the clarity of a sentence in a piece of writing that you have done for him/her.

English: Writing Test

GRADE 3

RELEASED ▼ ITEMS

Read this next section of Eli's rough draft and answer questions 18–20. This section has groups of underlined words. The questions ask about these groups of underlined words.

(17)Devin Keane and Angel, his dancing dog, were first. (18)Angel made us laugh by following Devins' hand signals. (19)She barked every time she heard people clapping for her.

(20)Jenny Parker was next and she sang a lovely song called "The Other Side of the River." (21)Her voice is so good that Jenny should fly to New York and become famous!

(22)Then Leroy Washington played a song by Beethoven on the piano. (23)The audience became very still and quiet while he played.

(24)Last was Adam Frampton and his magic tricks. (25)He had people in the audience help him do some of the tricks. (26)He even pulled a wite rabbit out of a black hat!

English: Writing Test

3 GRADE

Reporting Category: Edit for grammar, capitalization, punctuation, and spelling

A. Standard of Learning: 3.8 The student will write stories, letters, simple explanations, and short reports across all content areas.

d) Edit final copies for grammar, capitalization, punctuation, and spelling.

Builds To: Work with editing continues throughout the study of Writing and increases in complexity.

A

18 In sentence 18, <u>Devins' hand signals</u> should be written —

F Devins hand signals
G Devins's hand signals
H Devin's hand signals
J as it is

19 In sentence 21, <u>fly to New York</u> should be written —

A fly too new York
B fly to New york
C fly too New York
D as it is

20 In sentence 26, <u>pulled a wite</u> should be written —

F pull a wite
G pulled a white
H pull a white
J as it is

Instruction: Provide students an opportunity to identify incorrect capitalization, punctuation, and spelling in an underlined selection.

Parent Tip A:

Have your child identify capitalization, punctuation, and spelling errors in a piece of writing you have done for him/her.

Mathematics Test

3 GRADE

Reporting Category: Number and Number Sense

A. Standard of Learning: 2.3 The student will identify the positions first through twentieth, using an ordered set of objects.

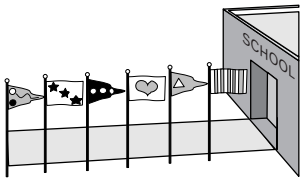
Builds To: Work with ordering objects leads to students understanding of sequencing, a concept that is used in higher mathematics.

B. Standard of Learning: 2.4 The student will identify the part of a set and/or region that represents one-half, one-third, one-fourth, one-eighth, and one-tenth, and write the corresponding fraction.

Builds To: Work with fractions continues throughout the study of mathematics.

A

1



What flag is 5th in line from the school?

A 

B 

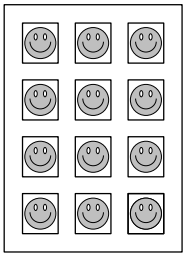
C 

D 

Instruction: Provide students an opportunity to determine positions of objects in sequences or sets from pictures and diagrams with emphasis on where to begin the counting.

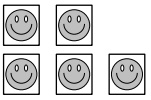
B

2

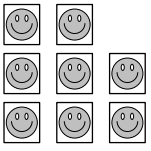


Mr. Dolan will use exactly $\frac{1}{4}$ of his stickers. How many stickers is that?

F 

G 

H 

J 

Instruction: Provide students with an opportunity to identify fractional parts of a whole collection of objects or a set.

Parent Tip A:

Work with your child to name the place or position of an object in a sequence or set.

Parent Tip B:

Work with your child to partition a set of objects into parts and then describe the part of a whole as a fraction. Children have difficulty understanding that one-half can look different as the "whole" changes.

Mathematics Test

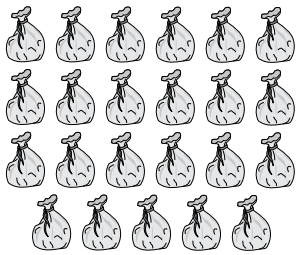
3 GRADE

A. Standard of Learning: 2.5 The student will count by twos and fives to 100 and by threes and fours to 96, using mental mathematics, paper and pencil, hundred numbers chart, calculators, and/or concrete objects.

Builds To: Work with the patterns established with counting by different numbers leads to an understanding of number and functional relationships.

A

3



Jack put exactly 3 pennies in each of these bags. How many pennies did he use in all?

A 23
B 66
C 69
D 72

4

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

Suzanne is counting by fours on the chart. She shades each number as she says it. If Suzanne does this for the whole chart, which of these should be one of the numbers she shades?

F 54
G 68
H 70
J 82

Instruction: Provide students an opportunity to use pictorial representations for counting by threes and experience with the hundred numbers chart.

Parent Tip A:

Work with your child to count by twos, threes, fours, and fives during rides in the car or while studying together.

B. Standard of Learning: 3.1 The student will read and write six-digit numerals and identify the place value for each digit.

Builds To: Work with place value becomes increasingly important through future studies in mathematics.

B

5 **What is the value of the 1 in 194,738?**

A 100
B 1,000
C 10,000
D 100,000

6 **Which means three hundred twenty-one thousand four hundred eleven?**

F 32,141
G 321,141
H 321,411
J 3,021,411

Instruction: Provide students an opportunity to write six-digit numerals presented in written format.

Parent Tip B:

Provide your child with an opportunity to write down numbers that you call out. Have your child read a number from a license plate or sign when you are traveling.

Mathematics Test

3 GRADE

A. Standard of Learning: 3.2 The student will round a whole number, 999 or less, to the nearest ten and hundred.

Builds To: Work with rounding numbers becomes an increasingly important skill for determining reasonableness of numbers.

A

7 Bob's store has 527 hats to sell. What is that number rounded to the nearest hundred hats?

A 500
B 520
C 530
D 600

Instruction: Provide students an opportunity to round numbers within problem situations to give an approximation of the amount.

Parent Tip A:

Provide opportunities for your child to round numbers when you are shopping or to determine reasonableness of approximations.

B. Standard of Learning: 3.3 The student will compare two whole numbers between 0 and 9,999, using symbols (>, <, or =) and words ("greater than," "less than," or "equal to").

Builds To: Work with comparison vocabulary and symbols is found in all future mathematics courses through high school.

B

8 Which is true?

F $949 < 919$
G $602 < 598$
H $827 < 810$
J $749 < 758$

Instruction: Provide students an opportunity to choose true and false statements from a list of comparisons. Students should read the comparison aloud from left to right to assure an understanding of the symbol.

Parent Tip B:

Work with your child to compare quantities while you are shopping or around the house. After the child has verbalized the comparison, ask him/her to write the symbol for the statement.

Mathematics Test

3 GRADE

A. Standard of Learning: 3.4 The student will recognize and use the inverse relationships between addition/subtraction and multiplication/division to complete basic fact sentences. Students will use these relationships to solve problems such as 5 + 3 = 8 and 8 − 3 = _____.

Builds To: Work with the fact families is the basis for students' understanding of solving equations using inverse operations.

A

9 Which of these is in the same family of facts as 18 − 9 = 9?

A 18 + 9 = 27
B 9 + 9 = 18
C 6 × 3 = 18
D 9 − 9 = 0

Instruction: Provide students with an opportunity to study the relationship of facts in each set of fact families.

Parent Tip A:

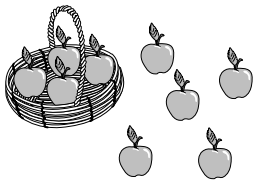
Work with your child on studying the families of facts using flash cards or other memory devices.

B. Standard of Learning: 3.5 The student will name and write the fractions represented by drawings or concrete materials and represent a given fraction, using concrete materials and symbols.

Builds To: Work with fractions continues through the study of mathematics.

B

10



What fraction of the group of apples is in the basket?

F $\frac{4}{9}$

G $\frac{5}{9}$

H $\frac{4}{5}$

J $\frac{5}{4}$

Instruction: Provide students an opportunity to represent fractions as a part of a whole using set models.

Parent Tip B:

Work with your child to partition a set of objects into parts and then describe the part of a whole as a fraction. Children have difficulty understanding that one-half can look different as the "whole" changes.

Mathematics Test

3 GRADE

A. Standard of Learning: 3.6 The student will compare the numerical value of two fractions having like and unlike denominators, using concrete materials.

Builds To: Work with fractions continues through the study of mathematics.

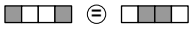
A

11 Each figure is shaded to represent a fraction. Compare each pair of figures and the symbol in the circle between them. Which is a true statement?

A 

B 

C 

D 

12 The shaded part of the figure represents a fraction.

Which of the following is shaded to show a fraction with a value greater than the one above?

F 

G 

H 

J 

Instruction: Provide students an opportunity to recognize a variety of pictorial representations of fractions and to make comparisons of the pictorial representations of the fractions.

Parent Tip A:

Provide your child with experiences comparing fractions when discussing food such as pieces of pizza or chocolate bars with equal sections.

Mathematics Test

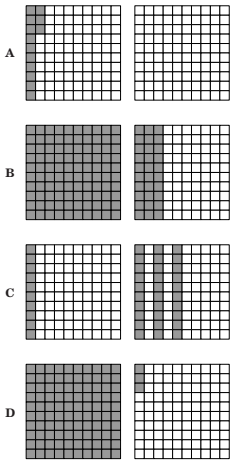
3 GRADE

A. Standard of Learning: 3.7 The student will read and write decimals expressed as tenths and hundredths, using concrete materials.

Builds To: Work with decimals will continue through future mathematics study.

A

13 Which shows 1.03 shaded?



Instruction: Provide students an opportunity to work with base ten blocks and the pictorial representation of the manipulative.

Parent Tip A:

Work with your child with objects grouped in tens and hundreds to help with the understanding of decimals. If an object is in a group of ten, by itself it is one-tenth. The use of decimals can be linked to money also.

Reporting Category: Computation and Estimation

B. Standard of Learning: 2.9 The student will solve addition and subtraction problems using data from simple charts and picture graphs. Problems will require a one-step solution.

Builds To: Work with the interpretation of charts and graphs continues in future mathematics courses.

B

14 The chart shows the number of stickers four friends bought.

Name	Number of Stickers
Nina	19
Lamar	18
Vita	27
Joel	23

How many more stickers did Vita buy than Lamar?

F 8
G 9
H 11
J 19

Instruction: Provide an opportunity for students to interpret a chart or graph to solve addition and subtraction problems.

Parent Tip B:

Look for examples of charts and picture graphs in magazines and newspapers. Talk with your child about what information is available from the chart or graph.

Mathematics Test

3 GRADE

A. Standard of Learning: 2.10 The student, given a simple addition or subtraction fact, will recognize and describe the related facts which represent and describe the inverse relationship between addition and subtraction (e.g., 3 + __ = 7, ___ + 3 = 7, 7 − 3 = __, and 7 − __ = 3).

Builds To: Work with the fact families is the basis for students' understanding of solving equations using inverse operations.

B. Standard of Learning: 2.11 The student will

a) count, compare, and make change, using a collection of coins and one-dollar bills.

Builds To: Work with money is an important skill for preparation to calculate commission, taxes, and other money problems in future mathematics.

A

15 Look at this number sentence.

8 + □ = 15

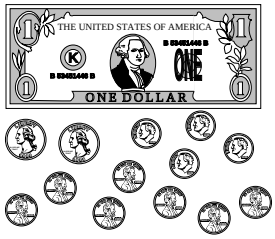
Which could you do to find the missing number?

A Add 8 and 15
B Add 15 and 8
C Subtract 8 from 15
D Subtract 7 from 8

Instruction: Provide students with an opportunity to identify the operation needed to find a missing number without actually solving the sentence.

B

16 Jesse had $1.97.



If he spent 85¢ for a bag of popcorn, how much did he have left?

F 

G 

H 

J 

Instruction: Provide students with an opportunity to use "play" money and pictorial representations of "play" money to determine an amount of change.

Parent Tip A:

Work with your child on fact families. Make a game out of finding the missing number in a fact relationship or stating another fact in the fact family.

Parent Tip B:

Have your child look at a coupon amount and count out that amount of money or give your child a dollar bill and a coupon and have your child count back change to you.

Mathematics Test

3 GRADE

A. Standard of Learning: 3.8 The student will solve problems involving the sum or difference of two whole numbers, each 9,999 or less, with or without regrouping, using various computational methods, including calculators, paper and pencil, mental computation, and estimation.

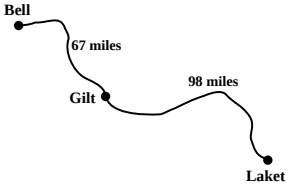
Builds To: Work with computation of whole numbers is a foundation for computation with more complex number systems.

B. Standard of Learning: 3.10 The student will create and solve problems that involve multiplication of two whole numbers, one factor 99 or less and the second factor 5 or less.

Builds To: Work with problem solving and multiplication is used in all future mathematics courses.

A

17



On Monday, Mr. Mason drove from Bell to Gilt. On Tuesday, he drove from Gilt to Laket. How much farther did he drive on Tuesday than Monday?

A 21 miles
B 29 miles
C 31 miles
D 39 miles

18

	Number of Tickets Sold
Friday	4,806
Saturday	3,179

The table shows the number of tickets sold for the last two Dribblers' basketball games. About how many tickets were sold for those two games all together?

F 5,000
G 6,000
H 8,000
J 10,000

19 The town of Mountain Place has a population of 8,497. The town of Reedville has a population of 5,629. How many more people live in Mountain Place than in Reedville?

A 2,852
B 2,868
C 3,272
D 3,865

Instruction: Provide students with an opportunity to solve problems that include charts and other diagrams, as well as problems that require addition and/or subtraction.

B

20 Carmen bought 4 boxes of pencils. Each box contained 36 pencils. How many pencils is that in all?

F 40
G 124
H 130
J 144

21 Which problem can be solved using the number sentence in the box?

$2 \times 25 = ?$

A Garth filled 2 baskets with eggs. He used a total of 25 eggs. How many eggs did he put in each basket?

B A pet shop had 25 goldfish. Someone bought 2 of the goldfish. How many were left?

C There were 25 children in the pool. Then 2 more children got in the pool. How many children were in the pool then?

D Janice has 2 boxes of seashells. There are 25 shells in each box. How many shells does she have in all?

22 Maya bought 12 packages of light bulbs. There were 2 light bulbs in each package. How many light bulbs did Maya buy in all?

Which number sentence can be used to solve the problem above?

F $12 \times 2 = ?$
G $12 \div 2 = ?$
H $12 + 2 = ?$
J $12 - 2 = ?$

Instruction: Provide students with an opportunity to represent a problem situation with a multiplication sentence, to solve a problem situation requiring multiplication, and to identify a problem situation for a given multiplication sentence.

Parent Tip A:

Have your child identify numbers on a license plate or sign and add or subtract them.

Parent Tip B:

Look for opportunities to have your child do multiplication "problems" for you.

Mathematics Test

3 GRADE

A. Standard of Learning: 3.11 The student will add and subtract with proper fractions having like denominators of 10 or less, using concrete materials.

Builds To: Work with fractions continues through the study of mathematics.

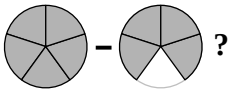
B. Standard of Learning: 3.12 The student will add and subtract with decimals expressed as tenths, using concrete materials and paper and pencil.

Builds To: Work with decimals continues through future mathematics courses.

A

23 This is a whole.

What is



A $\frac{1}{5}$

B $\frac{4}{5}$

C $\frac{5}{4}$

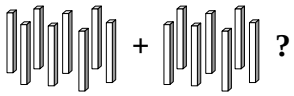
D $\frac{9}{5}$

Instruction: Provide students an opportunity to use pictorial representations for subtraction of fractions.

B

24 This is one. This is one tenth.

What is



F 0.85
G 1.3
H 1.5
J 2.0

Instruction: Provide students an opportunity to determine the sum from a pictorial representation of base-ten blocks.

Parent Tip A:

Use measuring cups (1/4) to show adding 1/4 + 1/4 = 1/2 by pouring into a cup with 1/2 marked on it.

Parent Tip B:

Use dollars and dimes to practice adding tenths and units.

Mathematics Test

GRADE 3

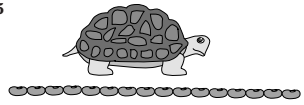
Reporting Category: Measurement and Geometry

A. Standard of Learning: 1.12 The student will use nonstandard units to measure length and weight.

Builds To: Work with nonstandard units of measurement helps students understand standard units of measure.

A

25



The length of the turtle from nose to tail is closest to —

A 4 beans
B 5 beans
C 8 beans
D 16 beans

Instruction: Provide students an opportunity to measure objects with beans and give an approximate answer with the unit of measure (beans).

Parent Tip A:

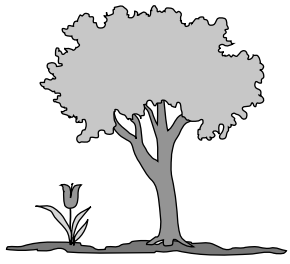
Have your child use nonstandard measuring devices to determine length and/or weight of objects.

B. Standard of Learning: 1.15 The student will describe the proximity of objects in space (near, far, close by, below, up, down, beside, and next to).

Builds To: Work with proximity will continue to develop through the study of mathematics.

B

26



Which is <u>not</u> true?

F The flower is above the tree.
G The flower is beside the tree.
H The flower is near the tree.
J The flower is next to the tree.

Instruction: Provide students an opportunity to identify the proximity of one object to another object in a picture.

Parent Tip B:

Have your child describe the location of one object to another object using the vocabulary of proximity of objects.

Mathematics Test

3 GRADE

A. Standard of Learning: 2.12 The student will estimate and then use a ruler to make linear measurements to the nearest centimeter and inch, including the distance around a polygon (determine perimeter).

Builds To: Work with measurement is continued through the study of Geometry.

A

27 Use your centimeter ruler to help you answer this question. What is the distance around this figure?

A 12 centimeters
B 16 centimeters
C 18 centimeters
D 20 centimeters

Instruction: Provide students with an opportunity to measure around a rectangle with a metric ruler.

Parent Tip A:

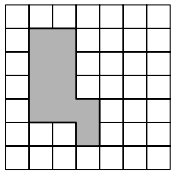
Have your child use a ruler to measure the distance around an object found in the house.

B. Standard of Learning: 2.13 The student, given grid paper, will estimate and then count the number of square units needed to cover a given surface (determine area).

Builds To: Work with area continues through future mathematics study.

B

28 Each small square on the grid is 1 square unit.



How many square units are needed to make the shaded figure?

F 5
G 9
H 10
J 13

Instruction: Provide students an opportunity to find the number of square units needed to make a figure.

Parent Tip B:

Have your child cover a figure with graph paper and count the number of squares it covers.

Mathematics Test

3 GRADE

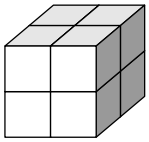
A. Standard of Learning: 2.14 The student will estimate and then count the number of cubes in a rectangular box (determine volume).

Builds To: Work with volume continues through future mathematics courses.

A

29 This is 1 cube.

How many of these cubes are needed to make the stack shown below?



A 4
B 6
C 8
D 12

Instruction: Provide students an opportunity to count the number of cubes in a diagram of a box.

Parent Tip A:

Have your child use sugar cubes to fill a box and count the number needed to fill the box.

B. Standard of Learning: 2.15 The student will estimate and then determine weight/mass of familiar objects in pounds and/or kilograms, using a scale.

Builds To: Work with estimation of weight continues through future mathematics courses.

B

30 Which would weigh about 5 pounds?

F  an apple

G  a cat

H 
a car

J  a third-grader

Instruction: Provide students with an opportunity to estimate the weight of objects and make comparisons.

Parent Tip B:

Have your child weigh produce at the grocery store. Let the child estimate the weight before putting it on the scale.

Mathematics Test

3 GRADE

A. Standard of Learning: 2.19 The student will identify and create figures, symmetric along a line, using various concrete materials.

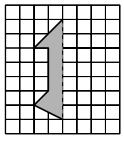
Builds To: Work with symmetry continues through future mathematics courses.

B. Standard of Learning: 3.15 The student will tell time to the nearest five-minute interval and to the nearest minute, using analog and digital clocks.

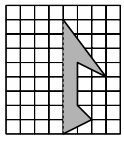
Builds To: Work with concepts of time continues through future mathematics study.

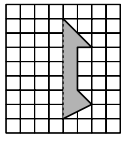
A

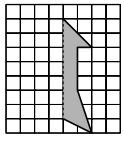
31

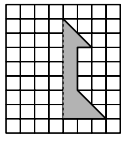


Which of the following would complete the figure shown above so that both sides match exactly when folded on the dotted line?

A 

B 

C 

D 

Instruction: Provide students an opportunity to complete symmetric figures using grid paper.

B

32

Which shows the same time as the clock above?

F 

G 

H 

J 

Instruction: Provide students an opportunity to work with both an analog and a digital clock simultaneously.

Parent Tip A:

Have your child complete a drawing of a heart when given half of it.

Parent Tip B:

Have your child tell you the time using both an analog and a digital clock simultaneously.

Mathematics Test

3 GRADE

A. Standard of Learning: 3.16 The student will identify equivalent periods of time, including relationships among days, months, and years, as well as minutes and hours.

Builds To: Work with periods of time continues through future courses.

A

33 **Kim ran a race in 60 seconds. How many minutes did it take for Kim to run the race?**

A 1
B 2
C 3
D 4

Instruction: Provide students with an opportunity to convert from seconds to minutes.

Parent Tip A:

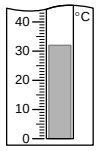
Have your child tell you how long it is before an event occurs, making sure that different time periods are used. Events should be short- and long-term in nature.

B. Standard of Learning: 3.17 The student will read temperature, to the nearest degree, from a Celsius thermometer and a Fahrenheit thermometer. Real thermometers and physical models of thermometers will be used.

Builds To: Work with thermometers and temperature continues through future mathematics study.

B

34



Which is closest to the temperature shown on this thermometer?

F 28°
G 32°
H 35°
J 40°

Instruction: Provide students an opportunity to read the temperature from a physical model (diagram) of a thermometer.

Parent Tip B:

Have your child read a thermometer to the nearest degree.

Mathematics Test

3 GRADE

A. Standard of Learning: 3.18 The student will analyze plane and solid geometric figures (square, rectangle, triangle, cube, rectangular solid, and cylinder) and identify relevant properties, including the number of corners, square corners, the shape of faces, and edges.

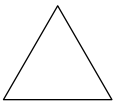
Builds To: Work with the properties of plane and solid geometric figures continues through future mathematics courses.

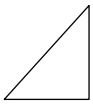
B. Standard of Learning: 3.20 The student, given appropriate drawings or models, will identify and describe congruent and symmetrical two-dimensional figures, using tracing procedures.

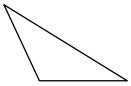
Builds To: Work with congruence and symmetry continues through high school mathematics courses.

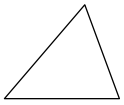
A

35 **Leo drew a triangle with one square corner. Which could be Leo's triangle?**

A 

B 

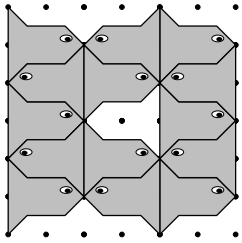
C 

D 

Instruction: Provide students an opportunity to identify square corners in diagrams and to identify corners.

B

36 **Ethan is making this tiling from the pieces that are shaped like fish. All the pieces are the same size and shape. One piece is missing from the tiling.**



Which piece will complete the tiling?

F 

G 

H 

J 

Instruction: Provide students an opportunity to complete tiling diagrams.

Parent Tip A:

Have your child use geometric terms to describe objects such as a cereal box (rectangular solid); soup can (cylinder); a sheet of paper (rectangle); and a cracker (square).

Parent Tip B:

Have your child trace around a figure and identify the parts of the original shape and the traced shape that correspond to one another.

Have your child fold a shape in half to determine if the two halves are identical. If they are identical, the fold is a line of symmetry.

Mathematics Test

3 GRADE

Reporting Category: Probability and Statistics

A. Standard of Learning: 1.19 The student will interpret information displayed in a picture or object graph using the vocabulary: more, less, fewer, greater than, and less than.

Builds To: Work with interpreting graphs continues through future mathematics courses.

A

37 The graph shows the favorite planets of the students in Tammy's class.

Favorite Planets

Which planet was the favorite of fewer than 4 students?

A Mars
B Jupiter
C Neptune
D Saturn

Instruction: Provide students an opportunity to use the term "fewer" in identifying particular categories in a picture graph.

Parent Tip A:

Have your child practice using vocabulary such as "more," "less," "fewer," "greater than," and "less than" in as many situations as possible. Graphs in newspapers can be used.

B. Standard of Learning: 2.22 The student, given a calendar, will determine past and future days of the week and identify specific dates.

Builds To: Work with calendars continues through future mathematics courses.

B

38 A television station will show a program about bear cubs on September 10. They will show the program again exactly 2 weeks after that. When will the program be shown again?

SEPTEMBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

F September 12
G September 17
H September 24
J September 25

Instruction: Provide students an opportunity to use a calendar and determine future dates.

Parent Tip B:

Have your child use a calendar to determine days of the week that have occurred and when days of the week will happen.

Mathematics Test

3 GRADE

A. Standard of Learning: 3.21 The student, given grid paper, will collect data on a given topic of his/her choice and construct a bar graph showing the results. A title and key will be included.

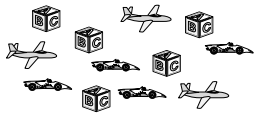
Builds To: Work with collecting and displaying data continues through future mathematics courses.

B. Standard of Learning: 3.22 The student will read and interpret data represented in bar and picture graphs.

Builds To: Work with interpretation of graphs continues through future mathematics courses.

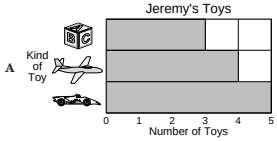
A

39 These are the toys in Jeremy's toy chest.

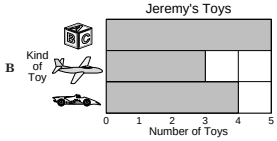


Which bar graph correctly shows the number of each kind of toy Jeremy has?

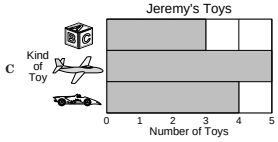
A



B



C



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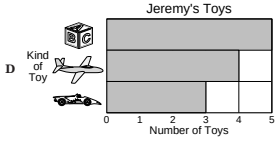
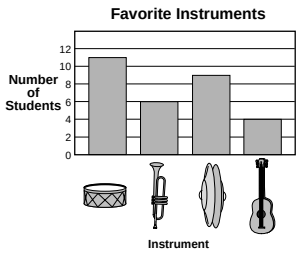


Instruction: Provide students an opportunity to sort items and display the sort in a bar graph labeled with categories.

B

40 This bar graph shows what instrument each student in Mike's class would like to play. Use the graph to answer this question.



How many more students chose the drum than the horn?

F 2
G 5
H 6
J 11

41 The picture graph shows how many bicycles were sold each day.

Day	Bicycles Sold
Monday	🚲🚲
Tuesday	🚲🚲🚲
Wednesday	🚲🚲🚲🚲🚲🚲
Thursday	🚲🚲🚲🚲
Friday	🚲🚲🚲🚲🚲🚲🚲🚲

Each 🚲 represents 5 bicycles

On which day did the store sell exactly 30 bicycles?

A Tuesday
B Wednesday
C Thursday
D Friday

Instruction: Provide students an opportunity to use a key when interpreting data in a picture graph, and to use data from a bar graph.

Parent Tip A:

Have your child identify a topic of interest for which data can be collected, like people's favorite candy. Then have your child assemble the information into a bar graph for display.

Parent Tip B:

Have your child look at a bar graph or picture graph from a magazine or newspaper and determine information from the graph.

Mathematics Test

3 GRADE

A. Standard of Learning: 3.23 The student will investigate and describe the concept of probability as chance, and list possible results of a given situation.

Builds To: Work with probability continues through future mathematics courses.

A

42 **Mason has these shirts and shorts to choose from.**

Which shows all the different ways he can combine 1 shirt and 1 pair of shorts?

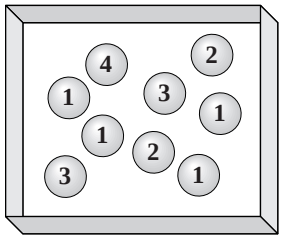
F 

G 

H 

J 

43 **These balls were put into a box and mixed up.**



If Monique picks one ball without looking, what kind of ball is she LEAST LIKELY to pick?

A (1)

B (2)

C (3)

D (4)

Instruction: Provide students with an opportunity to make combinations from a set of items and to determine when an event is least likely to occur.

Parent Tip A:

Have your child predict the probability of different events, like tossing a coin or choosing an object from a set if he/she were blindfolded.

Mathematics Test

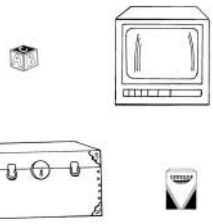
3 GRADE

A. Standard of Learning: K.19 The student will sort and classify objects according to similar attributes (size, shape, and color).

Builds To: Work with classification continues through future mathematics courses.

A

44



Which is most like the things in the group above?

F 

G 

H 

J 

Instruction: Provide students with an opportunity to determine what object is similar to a set of sorted objects.

Reporting Category: Patterns, Functions, and Algebra

B. Standard of Learning: 1.21 The student will recognize, describe, extend, and create a wide variety of patterns, including rhythmic, color, shape, and numeric. Patterns will include both growing and repeating patterns. Concrete materials and calculators will be used by students.

Builds To: Work with patterns continues through future mathematics courses.

B

45 Look at the pattern of tiles below.

If the pattern continues, what should the next TWO tiles look like?

A 

B 

C 

D 

Instruction: Provide students with an opportunity to extend a color/shape pattern when given two complete cycles of repetition and the third cycle incomplete.

Parent Tip A:

Have your child sort a group of objects and explain what attribute he/she used to sort them.

Parent Tip B:

Have your child create a pattern and then you guess the rule and mimic it. The patterns should involve rhythm, color, shapes, or numbers.

Mathematics Test

3 GRADE

A. Standard of Learning: 2.26 The student will solve problems by completing a numerical sentence involving the basic facts for addition and subtraction.

Examples include: 3 + __ = 7, or 9 − __ = 2. Students will create story problems using the numerical sentences.

Builds To: Work with "sentences" (equations) continues through future mathematics courses.

A

46 Rhonda put 5 yellow marbles and some green marbles in an empty bag. She put a total of 16 marbles in the bag. How many green marbles are in the bag?

F 8
G 9
H 10
J 11

Instruction: Provide students with an opportunity to solve problem situations that require the use of basic facts for subtraction.

Parent Tip A:

Have your child complete numerical sentences involving basic facts and then make up a story about the sentence.

Mathematics Test

3 GRADE

A. Standard of Learning: 3.24 The student will recognize and describe patterns formed using concrete objects, tables, and pictures and extend the pattern.

Builds To: Work with patterns continues through future mathematics courses.

A

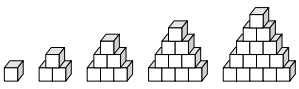
47

Bus	Time
1	8:30
2	8:45
3	9:00
4	9:15
5	9:30
6	9:45
7	10:00
8	

The table shows the time each bus leaves the station in the morning. If the pattern continues, what time should Bus 8 leave the station?

A 10:45
B 10:30
C 10:15
D 10:05

48 Wayne used a pattern to make each stack of blocks in this group.



What should the next stack of blocks in this pattern look like?

F 

G 

H 

J 

49 The table shows how much money Henry's Produce Store can make by selling boxes of fruit.

Number of Boxes Sold	Money Made
1	$4
3	$12
5	$20
7	$28
9	?

If the pattern in the table continues, how much money can the store make by selling 9 boxes?

A $30
B $32
C $36
D $40

Instruction: Provide students with an opportunity to analyze a pattern in a table and extend the pattern.

Parent Tip A:

Have your child identify patterns around the house or the neighborhood. Use the description of the pattern to ask what would come next.

Mathematics Test

3 GRADE

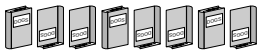
A. Standard of Learning: 3.25 The student will analyze a given pattern formed using concrete objects and pictures and then create a pattern with the same attributes.

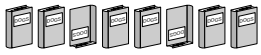
Builds To: Work with patterns continues through future mathematics courses.

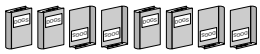
A

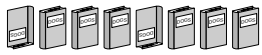
50 Look at this pattern of shapes.

Which of these shows the same kind of pattern?

F 

G 

H 

J 

Instruction: Provide students with an opportunity to analyze a pattern in pictures and then identify one that matches it using different objects in a picture.

Parent Tip A:

Make up a pattern for your child. Have your child tell you what the pattern is and then develop another problem that uses the same pattern.

Science Test

3 GRADE

Reporting Category: Scientific Investigation

A. Standard of Learning: K.1 The student will conduct investigations in which

d) a set of objects is separated into two groups based on a single physical attribute.

Builds To: Work with physical attributes continues through high school science courses.

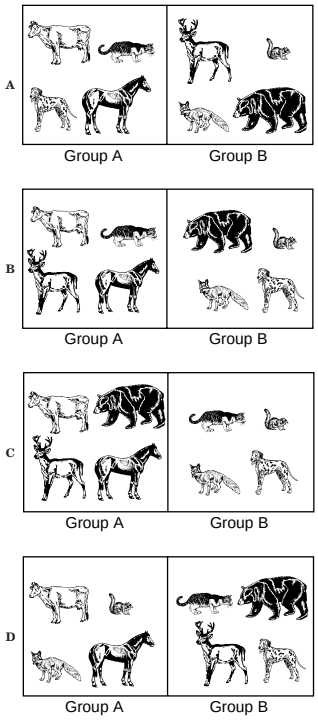
B. Standard of Learning: 1.1 The student will plan and conduct investigations in which

c) observations and data are communicated orally and with simple graphs, pictures, written statements, and numbers.

Builds To: Work with reporting information about a scientific investigation continues through the study of science and increases in complexity.

A

1 Which of these shows animals grouped by weight?



Instruction: Provide students an opportunity to identify groups separated by the attribute of weight.

B

2 Type of Precipitation in Hillston

According to the graph, which type of precipitation does the city of Hillston have most often?

F Hail
G Rain
H Sleet
J Snow

Instruction: Provide students an opportunity to answer a question based on information in a circle graph.

Parent Tip A:

Have your child separate a set of toys or other objects into two groups using the physical attribute of weight.

Parent Tip B:

Have your child analyze a simple circle graph that is found in the newspaper or a magazine.

Science Test

3 GRADE

A. Standard of Learning: 2.1 The student will plan and conduct investigations in which

c) pictures and bar graphs are constructed using numbered axes.

Builds To: Work with graphs continues through the study of mathematics and science and increases in complexity.

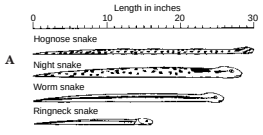
A

3

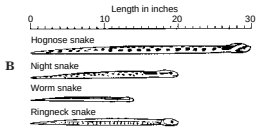
Type of Snake	Approximate Length in Inches
Hognose Snake	30
Night Snake	20
Worm Snake	14
Ringneck Snake	20

Which of these correctly shows the length of these snakes?

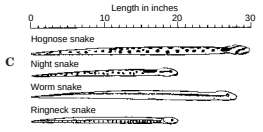
A



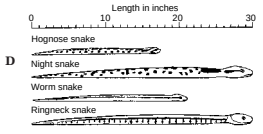
B



C



D



Instruction: Provide students an opportunity to use information from a table to arrange objects in order of length.

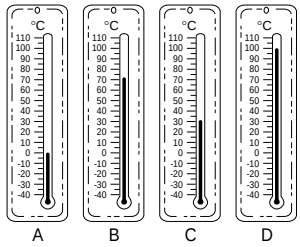
B. Standard of Learning: 2.1 The student will plan and conduct investigations in which

d) linear, volume, mass, and temperature measurements are made in metric (centimeters, meters, liters, degrees Celsius, grams, kilograms) and standard English units (inches, feet, yards, pints, quarts, gallons, degrees Fahrenheit, ounces, pounds).

Builds To: Work with measurement in metric units and standard English units continues through the study of mathematics and science and increases in complexity.

B

4



Water freezes at 0°C. Which thermometer shows the temperature at which water freezes in degrees Celsius?

F A
G B
H C
J D

Instruction: Provide students an opportunity to read a thermometer in degrees Celsius, using both pictures and real thermometers.

Parent Tip A:

Have your child arrange toys or other objects in order of length.

Parent Tip B:

Have your child read a thermometer in degrees Celsius.

Science Test

3 GRADE

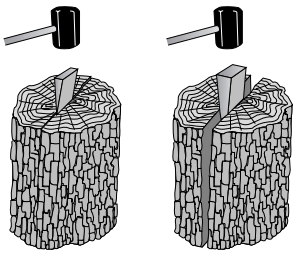
A. Standard of Learning: 2.1 The student will plan and conduct investigations in which

g) conditions that influence a change are defined.

Builds To: Work with controls and variables continues through the study of science and increases in complexity.

A

5



The picture shows two different iron wedges used to split a log. One does not split the log into two pieces, but the other one does. The wedge that split the log is —

A harder
B wider
C lighter
D warmer

Instruction: Provide students an opportunity to analyze a picture of a structure being changed to determine what condition caused the change.

Parent Tip A:

Have your child describe what conditions could have caused a change, like what condition caused ice to melt in a glass.

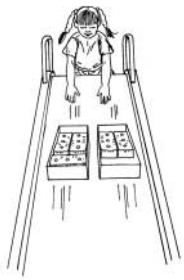
B. Standard of Learning: 3.1 The student will plan and conduct investigations in which

a) questions are developed to formulate hypotheses.

Builds To: Work with hypotheses continues throughout the study of science and increases in complexity. Hypotheses form the basis of any research.

B

6



Which question could be answered by observing this experiment?

F How much did the boxes cost?
G Which box will slide the fastest?
H Where were the boxes made?
J How old is the child doing the experiment?

Instruction: Provide students an opportunity to pose questions and develop hypotheses by examining pictures of an experiment.

Parent Tip B:

Have your child decide appropriate answers to some "what-if" type questions.

Science Test

GRADE 3

A. Standard of Learning: 3.1 The student will plan and conduct investigations in which

b) predictions and observations are made.

Builds To: Work with predictions and observations continues throughout the study of science and increases in complexity.

B. Standard of Learning: 3.1 The student will plan and conduct investigations in which

d) objects with similar characteristics are classified into at least two sets and two subsets.

Builds To: Work with classification continues throughout the study of science and increases in complexity.

A

7 Week

1	2	3	4	5	6	7	8	9
				New Moon				?

A student recorded the phases of the moon on Monday of each week for 8 weeks. According to the results, which of these shows the moon on Monday of the ninth week?

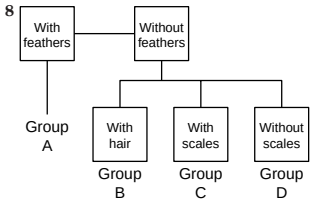
A C

B D

Instruction: Provide students an opportunity to analyze a pattern to make a prediction of an event.

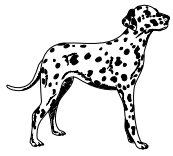
B

8



Which of these belongs in group C?

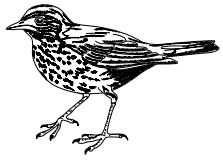
F



G

H

J



Instruction: Provide students an opportunity to analyze a chart or work with real objects divided into two sets and numerous subsets and classify objects into a specified group.

Parent Tip A:

Have your child work with patterns and make observations of events around the house and make predictions of what will happen next.

Parent Tip B:

Have your child classify a group of toys or other objects into two sets and then break the sets into smaller sets.

Science Test

3 GRADE

A. Standard of Learning: 3.1 The student will plan and conduct investigations in which

i) volume is measured to the nearest milliliter and liter.

Builds To: Work with volume and liquid measure continues throughout the study of science and mathematics and increases in complexity.

B. Standard of Learning: 3.1 The student will plan and conduct investigations in which

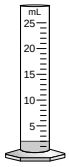
k) time is measured to the nearest minute.

Builds To: Work with units of time continues throughout the study of science and mathematics and increases in complexity.

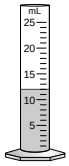
A

9 Emma needs to measure 12 milliliters of water for her experiment. Which cylinder shows how much water she should use?

A



B



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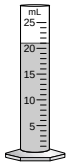

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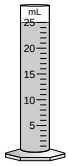
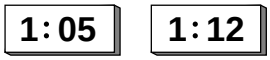


Instruction: Provide students an opportunity to read a picture of, and to measure with, a graduated cylinder marked in milliliters for a specified amount.

B

10



A student was timing his turtle for the turtle races. The pictures show the clocks at the start and finish of a practice race. How many minutes did it take the student's turtle to finish the race?

F 2 minutes
G 5 minutes
H 7 minutes
J 12 minutes

Instruction: Provide students an opportunity to determine the elapsed time of an event.

Parent Tip A:

Have your child read a liquid amount measured in a measuring cup marked in milliliters.

Parent Tip B:

Have your child tell time to the nearest minute.

Science Test

3 GRADE

Reporting Category: Force, Motion, Energy, and Matter

A. Standard of Learning: K.4 The student will investigate and understand that objects can be described in terms of their physical properties. Key concepts include

b) shapes (circle, triangle, square) and forms (flexible, stiff, straight, curved).

Builds To: Work with the physical properties of objects continues through the study of science and increases in complexity.

A

11 Which of these is most flexible?

A A baseball bat
B A rubber band
C A pencil
D A glass bottle

Instruction: Provide students an opportunity to determine the most flexible object from a set of objects.

Parent Tip A:

Have your child determine flexibility of objects and determine which one is most flexible.

B. Standard of Learning: 1.3 The student will investigate and understand how different common materials interact with water. Key concepts include

a) some common liquids (vinegar) mix with water, others (oil) will not.

Builds To: Work with water and simple liquid interactions is used in more complex forms in the study of basic characteristics of matter.

B

12 Which of these shows that oil will not mix with water?

F Oil does not come down with rainwater.
G The oil will burn but the water will not.
H Oil is sticky and black, while water is clear and wet.
J After stirring oil and water, the oil floats to the top of the water.

Instruction: Provide students an opportunity to explain that oil and water do not mix after stirring them together.

Parent Tip B:

Have your child stir water and oil together and explain that they do not mix.

Science Test

3 GRADE

A. Standard of Learning: 1.3 The student will investigate and understand how different common materials interact with water. Key concepts include

b) some everyday solids (baking soda, powdered drink mix, sugar, salt) will dissolve, others (sand, soil, rocks) will not.

Builds To: Work with water and simple solid interactions is used in more complex forms in the study of basic characteristics of reactions.

A

13 Which of these will easily dissolve in water?

A Sand
B Tin
C Salt
D Wood

Instruction: Provide students an opportunity to mix together some solids with water and discuss how to tell when something dissolves.

Parent Tip A:

Have your child mix some common solids with water and describe when they know a substance is dissolved.

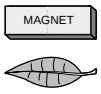
B. Standard of Learning: 2.2 The student will investigate and understand that natural and artificial magnets have certain characteristics and attract specific types of metals. Key concepts include

a) magnetism, iron, magnetic/nonmagnetic, opposites, poles, attract/repel.

Builds To: Work with magnets and their properties continues and is used in more complex forms in the study of basic characteristics of magnetism.

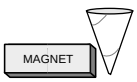
B

14 Which picture shows a common object that is magnetic?

F 

G 

H 

J 

Instruction: Provide students an opportunity to use a magnet with a variety of objects and identify whether the object is magnetic or nonmagnetic.

Parent Tip B:

Have your child use a simple magnet on objects around the house to determine whether the object is magnetic or nonmagnetic.

Science Test

3 GRADE

A. Standard of Learning: 2.3 The student will investigate and understand basic properties of solids, liquids, and gases. Key concepts include

a) mass and volume.

Builds To: Work with mass and volume continues in increasing complexity throughout the study of science and increases in complexity.

A

15 Which property of a rock will change if part of the rock is broken off?

A Its mass
B Its color
C Its attraction to a magnet
D Its amount of shine

Instruction: Provide students an opportunity to work with objects and their mass to determine when the mass changes.

B. Standard of Learning: 2.3 The student will investigate and understand basic properties of solids, liquids, and gases. Key concepts include

b) processes involved with changes in matter from one state to another (condensation, evaporation, melting, freezing, expanding, and contracting).

Builds To: Work with changes in the states of matter increases in complexity throughout the study of science.

B

16

The picture shows a glass of ice water on a hot summer day. Where did the drops of water on the outside of the glass come from?

F Water melted through the glass.
G Water condensed from the air.
H Water expanded inside the glass.
J Water was magnetized from the air.

17 Which of these takes place when water changes from a liquid to a gas?

A Condensation
B Evaporation
C Melting
D Contracting

Instruction: Provide students an opportunity to observe what happens to a glass as ice melts (condensation), what happens to water as it boils (steam, evaporation), and when water is allowed to evaporate from a container.

Parent Tip A:

Have your child investigate a range of objects from the yard and determine when changes in mass occur.

Parent Tip B:

Have your child observe a glass with ice and describe what happens and/or observe water boiling.

Science Test

3 GRADE

A. Standard of Learning: 3.2 The student will investigate and understand simple machines and their uses. Key concepts include

a) types of simple machines (lever, screw, pulley, wheel and axle, inclined plane, and wedge).

Builds To: Work with simple machines continues through the study of science and increases in complexity.

A

18 There are six kinds of simple machines. Which of these is a kind of simple machine?

F A bike
G A can opener
H A wagon
J A wedge

Instruction: Provide students an opportunity to identify simple machines from a list of machines or by examining household tools and familiar objects.

Parent Tip A:

Have your child identify simple machines around the house.

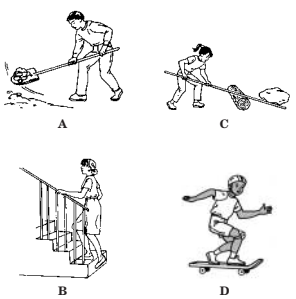
B. Standard of Learning: 3.2 The student will investigate and understand simple machines and their uses. Key concepts include

c) examples of simple machines found in the school, home, and work environment.

Builds To: Work with simple machines continues through the study of science and increases in complexity.

B

19 Which of these shows an inclined plane being used?



Instruction: Provide students an opportunity to identify examples of simple machines around school and home.

Parent Tip B:

Have your child identify simple machines around the house and explain how they are used to make work easier.

Science Test

3 GRADE

A. Standard of Learning: 3.3 The student will investigate and understand that objects can be described in terms of the materials they are made of and their physical properties. Key concepts include

c) physical properties remain the same as the material is reduced in size.

Builds To: Work with the physical properties of substances continues throughout the study of science and increases in complexity.

A

20 What changes when you take a piece of pie from a pan?

F The taste of the pie
G The color of the pie
H The smell of the pie
J The shape of the pie

Instruction: Provide students an opportunity to work with objects that can be reduced in size and have students observe what changes and what stays the same.

Parent Tip A:

Have your child work with clay to make an object and cut it in half. Ask for an investigation of what changed and what stayed the same with the clay.

Reporting Category: Life Processes and Living Systems

B. Standard of Learning: 1.4 The student will investigate and understand that plants have life needs and functional parts and can be classified according to certain characteristics. Key concepts include

a) needs (food, air, water, light, and a place to grow).

Builds To: Work with the study of plants continues throughout the study of science and increases in complexity.

B

21 Green plants make their own food using the energy from the —

A sun
B soil
C air
D water

Instruction: Provide students an opportunity to work with green plants to understand their needs and why they are important.

Parent Tip B:

Have your child look at plants around the yard and discuss what they need to live and why they are important.

Science Test

3 GRADE

A. Standard of Learning: 1.5 The student will investigate and understand that animals, including people, have life needs and specific physical characteristics and can be classified according to certain characteristics. Key concepts include

c) characteristics (wild/tame, water homes/land homes).

Builds To: Work with animals continues throughout the study of science and increases in complexity.

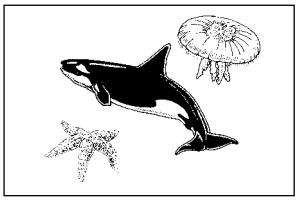
B. Standard of Learning: 2.4 The student will investigate and understand that plants and animals go through a series of orderly changes in their life cycles. Key concepts include

a) some animals (frogs and butterflies) go through distinct stages during their lives while others generally resemble their parents.

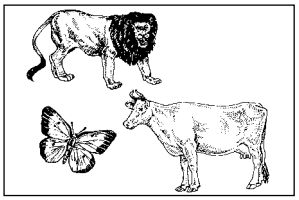
Builds To: Work with life cycles continues throughout the study of science and increases in complexity.

A

22



A



B

Which of these titles would be best for Box A and Box B?

F Edible and Non-edible
G Water Homes and Land Homes
H Wild and Tame
J Not Alive and Alive

Instruction: Provide students an opportunity to classify groups of animals by the given characteristics.

B

23 Which of these animals have young that are most different from their parents?

A Rabbits
B Ducks
C Frogs
D Snakes

Instruction: Provide students an opportunity to observe life cycles, using pictures, films, and live organisms.

Parent Tip A:

Have your child look at pictures of animals or make a trip to the zoo. Ask him/her to classify the animals according to a given characteristic.

Parent Tip B:

Have your child look at pictures of tadpoles and frogs, caterpillars and butterflies to investigate distinct stages of development.

Science Test

3 GRADE

A. Standard of Learning: 2.7 The student will investigate and understand that weather and seasonal changes affect plants, animals, and their surroundings. Key concepts include:

a) effects on growth and behavior of living things (migration, estivation, hibernation, camouflage, adaptation, dormancy).

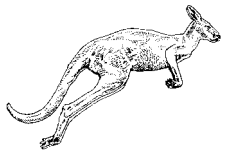
Builds To: Work with weather and seasonal changes continues through the study of science and increases in complexity.

A

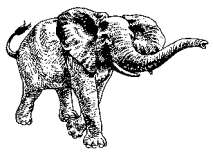
24 Like some birds, monarch butterflies fly to Mexico for the winter. They survive the winter by —

F migrating
G hibernating
H camouflaging themselves
J adapting to the snow and ice

25 Which of these is best adapted to places that are very cold?

A 

B 

C 

D 

Instruction: Provide students an opportunity to explore the effect of weather and seasonal changes on animals. Key concepts include migration and adaptation.

Parent Tip A:

Have your child identify animals that migrate (birds) and discuss why. Have your child identify animals that have adaptations because of climate conditions (e.g., changes in a squirrel's fur).

Science Test

GRADE 3

A. Standard of Learning: 2.8 The student will investigate and understand that plants produce oxygen and food, are a source of useful products, and provide benefits in nature. Key concepts include

a) important plant products (fiber, cotton, oil, spices, lumber, rubber, medicines, and paper).

Builds To: Work with plants continues throughout the study of science and increases in complexity.

A

26

Products
Paper
Cotton
Sugar

The products listed above come from the same type of source. This source is —

F water
G plants
H rocks
J animals

Instruction: Provide students an opportunity to identify plant products from a list, from newspaper articles, and from observing their environment.

Parent Tip A:

Have your child identify plant products around the house.

B. Standard of Learning: 2.8 The student will investigate and understand that plants produce oxygen and food, are a source of useful products, and provide benefits in nature. Key concepts include

b) the availability of plant products affects the development of a geographic area.

Builds To: Work with plants continues throughout the study of science and increases in complexity.

B

27 In Virginia, there are many trees. People use these trees for making —

A paper
B cotton
C gasoline
D coal

Instruction: Provide students an opportunity to analyze plant products and the geographic area where they are found.

Parent Tip B:

Have your child compare plant products from different parts of the world while you are shopping in the grocery store.

Science Test

GRADE 3

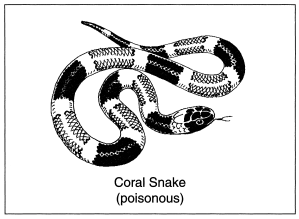
A. Standard of Learning: 3.4 The student will investigate and understand that behavioral and physical adaptations allow animals to respond to life needs. Key concepts include

b) hibernation, migration, camouflage, mimicry, instinct, and learned behavior.

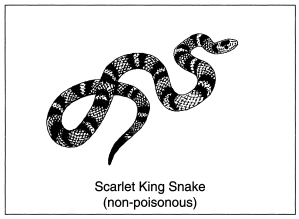
Builds To: Work with behavioral and physical adaptations of animals continues throughout the study of science, especially in grade 7 Life Science and Biology.

A

28



Coral Snake
(poisonous)



Scarlet King Snake
(non-poisonous)

The advantage in the scarlet king snake looking like the coral snake is that —

F it is attractive to other animals
G animals will be afraid of it
H it will be able to find other king snakes
J it can have the coral snake take care of its young

29 The Northern green tree frogs are common in Virginia. The green color helps the frog stay alive because it helps the frog —

A find the type of food it likes
B hide from its predators
C look like other more poisonous frogs
D take in sunlight for making food

Instruction: Provide students an opportunity to determine the advantage of some animals looking like another animal; and determine how the color of a frog helps it stay alive.

Parent Tip A:

Have your child look at pictures of an animal and discuss how the animal's color or behavior protects it from predators.

Science Test

3 GRADE

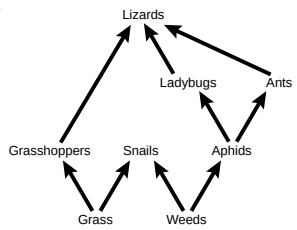
A. Standard of Learning: 3.10 The student will investigate and understand that natural events and human influences can affect the survival of species. Key concepts include

a) the interdependency of plants and animals.

Builds To: Work with food chains and cycles continues throughout the study of science and increases in complexity.

A

30



Which of these animals eats aphids?

F Grasshoppers
G Snails
H Lizards
J Ladybugs

Instruction: Provide students an opportunity to analyze a diagram of a food web to determine the interdependency of plants and animals.

Parent Tip A:

Have your child explain how some animals depend on plants for food and some animals depend on other animals for food.

Reporting Category: Earth/Space Systems and Cycles

B. Standard of Learning: 1.7 The student will investigate and understand the relationship of seasonal change and weather to the activities and life processes of plants and animals. Key concepts include how temperature, light, and precipitation bring about changes in

b) animals (behaviors, hibernation, migration, body covering, habitat).

Builds To: Work with the relationship between weather and life processes continues throughout the study of science and increases in complexity.

B

31 **How do many northern birds prepare for cold winters?**

A They sleep through the winter.
B They sit on their nests.
C They cover themselves with leaves.
D They fly south.

Instruction: Provide students an opportunity to identify animals that migrate and discuss why they migrate.

Parent Tip B:

Have your child identify animals that migrate (birds) and discuss why they migrate.

Science Test

3 GRADE

A. Standard of Learning: 1.8 The student will investigate and understand that natural resources are limited. Key concepts include

a) identification of natural resources (plants and animals, water, air, land, minerals, forests, and soil).

Builds To: Work with natural resources continues through the study of science and increases in complexity.

A

32 Which of these is a natural resource?

F Cars
G Soil
H Houses
J Roads

Instruction: Provide students an opportunity to identify natural resources from a list.

Parent Tip A:

Have your child identify natural resources that are observed while you are taking a walk or a ride.

B. Standard of Learning: 1.8 The student will investigate and understand that natural resources are limited. Key concepts include

b) factors that affect air and water quality.

Builds To: Work with natural resources continues throughout the study of science and increases in complexity.

B

33 Which of these may cause the most dangerous water pollution?

A Rotting forest leaves
B Insects that live in water
C Oil runoff from highways
D Large meat-eating fish

Instruction: Provide students an opportunity to analyze factors that affect water and air quality.

Parent Tip B:

Have your child identify examples of water pollution and discuss what the causes could have been.

Science Test

GRADE 3

A. Standard of Learning: 2.6 The student will investigate and understand basic types and patterns of weather. Key concepts include

a) temperature, wind, condensation, precipitation, drought, flood, and storms.

Builds To: Work with weather continues throughout the study of science and increases in complexity.

A

34 Which type of weather is most likely to cause flooding?

F Wind
G Snowstorm
H Hurricane
J Fog

Instruction: Provide students an opportunity to see the relationship between storms and floods.

Parent Tip A:

Have your child explain how storms can affect the level of water to cause flooding.

B. Standard of Learning: 2.7 The student will investigate and understand that weather and seasonal changes affect plants, animals, and their surroundings. Key concepts include

b) weathering and erosion of the land surface.

Builds To: Work with weather continues throughout the study of science and increases in complexity.

B

35 What type of weather will probably cause the most erosion?

A Rainy weather
B Sunny weather
C Cold weather
D Warm weather

Instruction: Provide students an opportunity to analyze weather conditions and their effect on erosion.

Parent Tip B:

Have your child examine an area that has had some erosion and discuss how elements of weather affected the erosion.

Science Test

3 GRADE

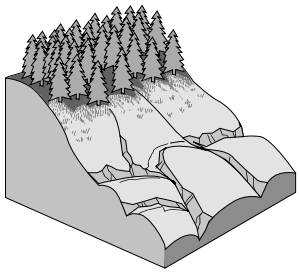
A. Standard of Learning: 3.7 The student will investigate and understand the major components of soil, its origin, and importance to plants and animals including humans. Key concepts include

d) soil is a natural resource and should be conserved.

Builds To: Work with soil and its importance to plants and animals continues throughout the study of science and increases in complexity.

A

36



Which of these is a good way to slow down erosion on this hill?

F Plant grass on the hill
G Cut down the tallest trees on the hill
H Build a fence on the top of the hill
J Dig a hole in the hill

Instruction: Provide students an opportunity to conduct activities that help to determine ways to slow down erosion.

Parent Tip A:

Have your child examine an area that has had some erosion and discuss how it can be slowed down.

B. Standard of Learning: 3.8 The student will investigate and understand basic sequences and cycles occurring in nature. Key concepts include

a) sequences of natural events (day and night, seasonal changes, phases of the moon, and tides).

Builds To: Work with cycles in nature will continue throughout the study of science and increases in complexity.

B

37 The Earth makes one complete spin around its axis, turning us toward the sun and away again. How long does it take the Earth to make one complete spin?

A 8 hours
B 12 hours
C 24 hours
D 48 hours

Instruction: Provide students an opportunity to investigate the spin of the Earth on its axis and the result being a day (24 hours).

Parent Tip B:

Have your child explain how day and night occur with respect to the relationship between the Earth and the sun.

Science Test

3 GRADE

A. Standard of Learning: 3.9 The student will investigate and understand the water cycle and its relationship to life on Earth. Key concepts include

a) the origin of energy that drives the water cycle.

Builds To: Work with the water cycle continues throughout the study of science and increases in complexity.

A

38 There would be no water cycle if the —

F moon was smaller
G Earth turned slower
H wind stopped blowing
J sun stopped shining

Instruction: Provide students an opportunity to investigate the water cycle with an emphasis on the effect of the sun.

Parent Tip A:

Have your child explain what happens to water in a puddle when the sun hits it.

B. Standard of Learning: 3.9 The student will investigate and understand the water cycle and its relationship to life on Earth. Key concepts include

c) water supply and water conservation.

Builds To: Work with the water cycle continues throughout the study of science and increases in complexity.

B

39 Where does most household water for people living in Virginia come from?

A The ocean
B Melting glaciers
C Lakes and wells
D Bays and marshes

Instruction: Provide students an opportunity to investigate where the water supply in Virginia comes from.

Parent Tip B:

Have your child explain where the water he/she drinks comes from.

Science Test

3 GRADE

A. Standard of Learning: 3.11 The student will investigate and understand different sources of energy. Key concepts include

b) natural forms of energy (sunlight, water, wind).

Builds To: Work with energy and its sources continues throughout the study of science and increases in complexity.

A

40 Which form of energy is used by a solar-powered calculator?

F Fossil fuel energy
G Wind energy
H Light energy
J Nuclear energy

Instruction: Provide students an opportunity to investigate the use of light energy.

Parent Tip A:

Have your child explain solar power as a source of light.

Correct Answers

3 GRADE

ENGLISH: *Reading/Literature and Research Test*

1. B **2.** J **3.** C **4.** G **5.** C **6.** J **7.** B **8.** F **9.** D **10.** J
11. C **12.** J **13.** C **14.** J **15.** D **16.** F **17.** A **18.** G **19.** A
20. F **21.** A **22.** J **23.** C **24.** G **25.** D

ENGLISH: *Writing Test*

1. A **2.** F **3.** B **4.** F **5.** B **6.** H **7.** B **8.** G **9.** C **10.** J
11. A **12.** G **13.** B **14.** F **15.** A **16.** G **17.** B **18.** H **19.** D
20. G

MATHEMATICS TEST

1. D **2.** F **3.** C **4.** G **5.** D **6.** H **7.** A **8.** J **9.** B **10.** F
11. D **12.** G **13.** D **14.** G **15.** C **16.** J **17.** C **18.** H **19.** B
20. J **21.** D **22.** F **23.** A **24.** H **25.** C **26.** F **27.** B **28.** H
29. C **30.** G **31.** B **32.** G **33.** A **34.** G **35.** B **36.** H **37.** C
38. H **39.** B **40.** G **41.** B **42.** H **43.** D **44.** G **45.** B **46.** J
47. C **48.** J **49.** C **50.** H

SCIENCE TEST

1. C **2.** J **3.** B **4.** F **5.** B **6.** G **7.** C **8.** G **9.** B **10.** H
11. B **12.** J **13.** C **14.** H **15.** A **16.** G **17.** B **18.** J **19.** B
20. J **21.** A **22.** G **23.** C **24.** F **25.** D **26.** G **27.** A **28.** G
29. B **30.** J **31.** D **32.** G **33.** C **34.** H **35.** A **36.** F **37.** C
38. J **39.** C **40.** H