


Georgia  
**Milestones**  
Assessment System



**Grade 3**  
**English Language Arts and Mathematics**  
**Item and Scoring Sampler**  
**2018**

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NO TEST MATERIAL  
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## INTRODUCTION

The Georgia Milestones Grade 3 English Language Arts (ELA) End of Grade (EOG) assessment and the Grade 3 Mathematics EOG assessment are criterion-referenced tests designed to provide information about how well a student has mastered the grade-level state-adopted content standards in ELA and mathematics. These assessments consist of a variety of item types, including selected-response, constructed-response, extended constructed-response, and extended writing-response items.

## TYPES OF ITEMS INCLUDED IN THE SAMPLER AND USES OF THE SAMPLER

The purpose of this sampler is to provide samples of the types of items that appear on the operational Georgia Milestones Grade 3 ELA EOG assessment and the operational Georgia Milestones Grade 3 Mathematics EOG assessment. The items in this sampler may be used for classroom instruction purposes. The samples may be copied, and classroom teachers may find it beneficial to have students respond to one or more of the samples. Teachers can then use the information in this sampler as a guide to score responses written by their own students.

## ELA ITEM TYPES

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

A **constructed-response** item asks a question and solicits the student to provide a response constructed on his or her own, as opposed to selecting a response from options provided. On the ELA EOG assessment, these items are worth two points, and partial credit may be awarded if part of the response is correct. On the ELA EOG assessment, an **extended constructed-response** item elicits a longer, more complex and detailed response from the student. The four-point narrative extended constructed-response item requires the student to write a narrative in response to a prompt based on a literary or informational passage he or she has read; the response will fully develop a real or imagined experience based on the text and will be scored for the Writing and Language domain.

A seven-point **extended writing-response** item, also called an extended writing task, requires the student to write an opinion piece or develop an informative/explanatory piece. The student is required to draw from reading experiences when writing the response and to cite evidence from two passages to support a point of view or examine a topic. The extended writing task is worth up to seven points that contribute to the Writing and Language domain.

Extended writing tasks and extended constructed-response items are considered “on-demand writing in response to text.” Students write their responses in a somewhat limited amount of time without the benefit of time allocated for revision and rewrites. For this reason, the scoring process takes into account that the student responses are to be viewed as first drafts and are not expected to be polished papers. The scoring process is approached in such a manner as to award students for what they do well according to the prompt and rubric. Students are not penalized for errors unless they permeate the response and impact or interfere with overall understanding.

Section 1 of the Georgia Milestones ELA EOG assessment consists of the Reading and Evidence-Based Writing (REBW) portion of the assessment. A sample REBW set is included within this sampler, along with an overview of the item specifications found within the REBW set.

## MATHEMATICS CONSTRUCTED-RESPONSE ITEM TYPES

A mathematics **constructed-response** item asks a question and solicits the student to provide a response he or she constructed on his or her own, as opposed to selecting from options provided. The constructed-response items on the Grade 3 Mathematics EOG assessment are worth up to two points. Partial credit may be awarded if part of the response is correct.

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

## ITEM ALIGNMENT

Each item included in this sampler has been through a rigorous review process with Georgia educators to ensure alignment with the content standards. The content standard for each sample item is provided in this sampler in the item information tables.

## DEPTH OF KNOWLEDGE

In addition to being aligned to the standards, the sample items included in this sampler were developed with a particular emphasis on cognitive complexity, or Depth of Knowledge (DOK). The DOK level is provided for each item in this sampler in the Item Information Table. DOK measures the level of cognitive demand required to complete an assessment item. The following descriptions show the expectations of the DOK levels in greater detail.

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

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

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

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


# INTRODUCTION

## ITEM AND SCORING SAMPLER FORMAT

Sample selected-response and constructed-response items are provided in this sampler, along with any related stimulus information, such as a passage or graphic. Following each constructed-response item is the scoring guide for that item.

The scoring guide includes the item information table, the scoring rubric, and annotated sample student responses at each score point. An item information table is also provided for selected-response items.

For mathematics items, each item-specific scoring rubric includes an exemplar as one possible correct response. Readers are trained to give credit to alternate valid responses.

The Georgia Milestones assessment may be administered in paper-and-pencil format or online. As a result, this sampler includes samples of students' responses in both formats. This symbol  is used to note the format of a sample online item. It also indicates a sample online response.

### Example Constructed-Response Item Information Table

<b>Standard:</b>	<b>Item Depth of Knowledge:</b>
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### Example Selected-Response Item Information Table

Item	Standard	DOK	Key
1			
2			
3			

Grade 3

**ENGLISH LANGUAGE ARTS**

Sample Constructed-Response Items



Read the story and answer items 1 and 2.

## Dog Business

Max had always dreamed of starting his own dog-walking business. Now that he was in third grade, his parents thought he was old enough to try out his idea. Max and his parents talked to the Smiths, their neighbors. The Smiths had a new yellow puppy named Roxy. They were happy to let Max walk her, but they warned him that the puppy had a lot of energy.

During school on Monday, Max could think only about one thing—his new business. Max even drew a map of where he would take Roxy on their walk. After school, Max went to the Smiths to pick up Roxy and take her for their stroll. Max was surprised when he saw how big Roxy was! Roxy jumped up, put her paws on Max’s shoulders, and gave him a big, wet kiss on his cheek. Max was a little nervous, but he thought to himself, *I can do this. See, she likes me!*

Max took out his map and showed it to the Smiths. First, he would walk to the park, then around the soccer field, and finally come back home. The Smiths thought this was a great idea.

Mr. Smith put Roxy on a leash for Max. Then Max was on his own, walking the big, excited puppy.

“Bye, Mr. and Mrs. Smith. We will be back soon. Don’t worry about us. We will have a great time!” said Max.

Mr. and Mrs. Smith smiled and waved as Max and Roxy walked down the block.

*Wow, thought Max. This is more fun than I imagined. I really like dogs!*

As they were nearing the park, Max saw that there were large puddles with dark mud in the grass. Keeping the puppy close by his side, he tried to stay away from the puddles. But Roxy had a different idea.

Suddenly, Roxy darted off barking and chasing a squirrel. Max tried to hold on, but he slipped in the mud. The puppy stopped as soon as she saw the squirrel race up a tree. But it was too late. Max was covered with mud! And Roxy looked like a huge, yellow cupcake covered with chocolate frosting.

*Oh, no! thought Max. The Smiths will never want me to take their puppy for a walk again. My parents will be angry too. I better go home and deal with this mess.*

Just then, Max thought of a great idea for his next business: a dog-washing business. He would start today! Roxy would be his first customer.

**ITEM 1: CONSTRUCTED-RESPONSE**

**ELAGSE3RL2**



1. Retell the story in your own words.

Use details from the story to support your answer. **Type your answer in the space provided.**

**Scoring Guide**

**Item 1 Information**

<p><b>Standard:</b> ELAGSE3RL2                  Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>	<p><b>Item Depth of Knowledge: 3</b>                  Strategic Thinking                  Student uses reasoning and develops a plan or sequence of steps; process has some complexity.</p>
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ITEM-SPECIFIC SCORING RUBRIC

Score	Description
2	<ul style="list-style-type: none"> <li>• Gives sufficient evidence of the ability to retell a story, including key details</li> <li>• Includes specific key details that make clear reference to the text</li> <li>• Adequately retells the story using the key events, characters and message of the story with clearly relevant information based on the text</li> </ul> <p>Exemplar Response:  <i>Provides a descriptive, text-based (e.g., chased a squirrel, became covered in mud) retelling of the story that includes the most important events in a logical (i.e., sequential) order.</i></p>
1	<ul style="list-style-type: none"> <li>• Gives limited evidence of the ability to retell a story</li> <li>• Includes vague or irrelevant details that make reference to the text</li> <li>• Attempts to retell the story using the events, characters or message of the story, but may include vague or irrelevant details</li> </ul>
0	<ul style="list-style-type: none"> <li>• Gives no evidence of the ability to retell a story</li> </ul>

## STUDENT RESPONSES

ELAGSE3RL2

Response Score: 2 points



1. Retell the story in your own words.

Use details from the story to support your answer. **Type your answer in the space provided.**

The story is about Max and how he starts a new business of dog walking. Max gets help from his parents when starting this. They asked the neighbors if Max could walk their new puppy. Max was warned that the puppy “had a lot of energy.” Max makes sure he plans the walk before he goes. He drew a map of the walk. Mr. and Mrs. Smith let Max take Roxy on the walk. The story tells how things went for Max and Roxy. Max was enjoying his self during the walk. He followed the map that he had drawn. Max and Roxy get near some mud puddles and Max tried to keep her away. Roxy chases a squirrel and goes right through the mud with Max. They are both covered in mud. Max worried that his parents and Mr. and Mrs. Smith would be mad at him. Max gets another idea for a business “a dog-washing business. Roxy would be his first customer.”

- This response gives sufficient evidence of the ability to retell a story, including key details. The most important events of the original story are included in a logical order (Max starts a dog walking business, he asks the neighbors if he can walk their dog, the dog gets loose and gets into the mud, Max decides to start a dog-washing business instead).
- The response uses clearly relevant information from the text regarding key events (“Roxy chases a squirrel and goes right through the mud with Max. They are both covered in mud,” “Max gets another idea for a business ‘a dog-washing business. Roxy would be his first customer’”) and characters (“Max was warned that the puppy ‘had a lot of energy,’” “Max was enjoying his self,” “Max worried that his parents and Mr. and Mrs. Smith would be mad at him”).

## ELAGSE3RL2

## Response Score: 1 point

1. Retell the story in your own words.

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

This story is about a boy named Max who walks dogs. He gets to walk his next door neighbor's dog named Roxy.

He picks the dog up and takes her for the walk. He follows a map that he made earlier. In the story there is an accident where Max and Roxy get all dirty.

- The response gives limited evidence of the ability to retell a story. Some key events are presented in a logical order; however, the student does not provide any information about what happens after Max and Roxy fall into the mud.
- The response includes information from the text that is sometimes vague ("there is an accident where Max and Roxy get all dirty") or irrelevant ("He Follows a map that he made earlier") regarding key events and characters.

ELAGSE3RL2

Response Score: 0 points



1. Retell the story in your own words.

Use details from the story to support your answer. **Type your answer in the space provided.**

This story is about a kid and a dog. His name is Max. Max has fun with the dog in this story. Max likes to walk to the park and chase squirrels.

- The response gives no evidence of the ability to retell a story. While the main characters are identified, the student does not attempt to describe a sequence of events from the story.
- The information from the text that is provided is incorrect and misidentifies the character that chases squirrels (“Max likes to walk to the park and chase squirrels”).

**ITEM 2: EXTENDED CONSTRUCTED-RESPONSE**

**ELAGSE3W3**



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

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

**Scoring Guide**

**Item 2 Information**

<p><b>Standard:</b> ELAGSE3W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p><b>Item Depth of Knowledge:</b> 4 Extended Thinking Student conducts an investigation, needs time to think and process multiple conditions of the problem or task.</p>
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FOUR-POINT HOLISTIC RUBRIC

Score	Description
4	<p><i>The student's response is a well-developed narrative that fully develops a real or imagined experience based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Effectively establishes a situation and introduces a narrator and/or characters</li> <li>• Organizes an event sequence that unfolds naturally</li> <li>• Effectively uses narrative techniques, such as dialogue and description, to develop interesting experiences and events or show the response of characters to situations</li> <li>• Uses a variety of words and phrases consistently to signal the sequence of events</li> <li>• Provides a sense of closure that follows from the narrated experiences or events</li> <li>• Integrates ideas and details from source material effectively</li> <li>• Has very few or no errors in usage and/or conventions that interfere with meaning</li> </ul>
3	<p><i>The student's response is a complete narrative that develops a real or imagined experience based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Establishes a situation and introduces one or more characters</li> <li>• Organizes events in a clear, logical order</li> <li>• Uses narrative techniques, such as dialogue and description, to develop experiences and events or show the response of characters to situations</li> <li>• Uses words and/or phrases to indicate sequence</li> <li>• Provides an appropriate sense of closure</li> <li>• Integrates some ideas and/or details from source material</li> <li>• Has a few minor errors in usage and/or conventions with no significant effect on meaning</li> </ul>
2	<p><i>The student's response is an incomplete or oversimplified narrative based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Introduces a vague situation and at least one character</li> <li>• Organizes events in a sequence but with some gaps or ambiguity</li> <li>• Attempts to use a narrative technique, such as dialogue and description, to develop experiences and events or show the response of characters to situations</li> <li>• Uses occasional signal words to indicate sequence</li> <li>• Provides a weak or ambiguous sense of closure</li> <li>• Attempts to integrate ideas or details from source material</li> <li>• Has frequent errors in usage and conventions that sometimes interfere with meaning</li> </ul>
1	<p><i>The student's response provides evidence of an attempt to write a narrative based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Response is a summary of the story</li> <li>• Provides a weak or minimal introduction of a situation or a character</li> <li>• May be too brief to demonstrate a complete sequence of events</li> <li>• Shows little or no attempt to use dialogue or description to develop experiences and events or show the response of characters to situations</li> <li>• Uses words that are inappropriate, overly simple, or unclear to convey any sense of event order</li> <li>• Provides a minimal or no sense of closure</li> <li>• May use few, if any, ideas or details from source material</li> <li>• Has frequent major errors in usage and conventions that interfere with meaning</li> </ul>



## ENGLISH LANGUAGE ARTS

0	<p><i>The student will receive a condition code for various reasons:</i></p> <ul style="list-style-type: none"><li>• Blank</li><li>• Copied</li><li>• Too Limited to Score/Illegible/Incomprehensible</li><li>• Non-English/Foreign Language</li><li>• Off Topic/Off Task/Offensive</li></ul>
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## STUDENT RESPONSES

ELAGSE3W3

Response Score: 4 points

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

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

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

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

ELAGSE3W3

Response Score: 3 points



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

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

“max are you awake?” asked my mother.”Yes mom,” I said.I just remembered that today is my first day on my new job: dog washing.I put my clothes on fast and ran down the stairs into the kitchen.I quickly walked over to the neighbors house to retrieve my first customer. I knocked on Mrs. Smith’s door and I told her I was ready to get Roxy clean and she told me Roxy was in the back yard.There was Roxy all caked in mud from yesterday’s walk.I kept Roxy on a tight leash this time because I din’t want a repeat of yesterday. When I got her back to my house I got the hose and washed all of the brown away.It was a good first day.

- The student establishes a situation (“today is my first day on my new job”) and introduces one or more characters (Max, his mother, Mrs. Smith, Roxy).
- Events are organized in a clear, logical order. The story has a beginning (Max’s mom wakes him up, and he realizes it is time to go wash Roxy), middle (Max goes to the Smiths’ house to retrieve Roxy), and ending (Max gets Roxy clean).
- The narrative techniques of dialogue (“max are you awake?’ asked my mother. ‘Yes mom,’ I said”) and description (“quickly walked,”“all caked in mud,”“tight leash”) are used to develop experiences.
- Some words and phrases are used to indicate sequence (“today is my first day,”“When”).
- The story continues events from the source material and integrates details from the source (“There was Roxy all caked in mud from yesterday’s walk”).
- There is an attempt to provide closure at the end of the story, but the ending is somewhat abrupt (“It was a good first day”).
- There are a few minor errors in usage/conventions (“max,”“neighbors house,” and a run-on sentence “I knocked on Mrs. Smith’s door and I told her I was ready to get Roxy clean and she told me Roxy was in the back yard”), but they do not interfere with meaning.

## ELAGSE3W3

## Response Score: 2 points

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

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

Since Roxy got all dirty yesterday Max decided to start washing dogs. He would need customers first. Max would go through his neighborhood and advertise himself like his parents did with the Smiths. Max would set up the dog washing at his house. Max would need to set a price for each wash. Max will get started this weekend.

- The student introduces a vague situation that follows from the source material ("Since Roxy got all dirty yesterday Max decided to start washing dogs").
- Events are organized as an ambiguous list of tasks that Max must do to get his business started.
- The response attempts some description to develop experiences ("go through his neighborhood and advertise himself like his parents did with the Smiths").
- Some signal words and phrases are used to indicate sequence ("first," "get started this weekend").
- While the response does not provide details about what happens when Max starts to wash dogs, there is an attempt to provide closure to the narrative ("Max will get started this weekend"), indicating that Max is now ready to start his new business.
- There are some errors in usage/conventions, such as spelling/typos ("through," "advertise," "weekend"), but these do not interfere with meaning.

ELAGSE3W3

Response Score: 1 point



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

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

He brouhgt the dog back to her house. He said “sorry the dog got into a mud puddle” He said he would wash it. He brings it home. He get it wet and puts on soap. The dog is clean. He likes dogs.

- The response provides a weak introduction of a situation (“Sorry the dog got into a mud puddle’ He said he would wash it”). The student does not introduce the characters of Max, Roxy, or Mrs. Smith by name, which creates a feeling of ambiguity.
- There is little attempt at description and one weak attempt at dialogue (“sorry the dog got into a mud puddle”).
- The vocabulary used is overly simple and unclear (“He get it wet,”“The dog is clean”).
- There is no attempt to use words that indicate order.
- There are errors in usage/conventions such as subject/verb agreement (“He get it wet and puts on soap”). While these errors are few in number, they do start to interfere with meaning in such a short response.

## ELAGSE3W3

Response Score: 1 point



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

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

Max woke up in the morning and got ready to go next door to get roxy. When he arrived the Smiths told Max that roxy has “a lot of energy” and to be careful. Max took out his map and showed the Smiths where he planned to take her. Max and roxy were near the park when Roxy spotted the squirrel. Max saw some puddels of mud and was trying to avoid walking in them. All of a sudden roxy took off running. She ran right through the mud puddle and took Max with her. The two of them were now covered in mud and Max started to worry about what the Smiths and his parents would say. When he brought Roxy home, he explained what had happened and then decided that he should start dog washing next.

- The student has provided a summary of events from the text rather than providing an original narrative about the events after the story related to Max's decision to start a dog-washing business.
- Per the narrative rubric, responses that summarize the passage with no attempt at an original narrative will be scored a 1.

Read the passages and answer items 3 and 4.

## **The Story of Money**

Long ago, people traded their own goods to buy food or clothes. When a farmer needed a new pair of boots, he would give the shoemaker some corn to pay for them. Sometimes trading did not work. For example, a fisherman might offer to trade his fish for bread from the baker, but the baker might not like fish. He would refuse.

People began to understand that they needed something to use as money. In different places, the people chose whatever was worth a lot to them. In many towns, animals became common forms of money. Some towns used grains or salt. Other places used shells, beads, or tools such as shovels!

This caused problems. First, people often could not save their riches. Animals grew old. Also, people had trouble carrying their money along with them. Bags of salt were heavy. Shovels were big.

People searched for a better kind of money. In time, they began making coins. They used metals like silver, copper, or gold. The small round coins fit nicely into pockets. A person could save this kind of money for years.

Today, people continue to use both paper money and coins. With them, they can now easily buy boots, fish, or bread anywhere they are sold.



## Make Your Money Work for You

Learning to save money is not easy. Yet, it is an important lesson. People save money to buy things they need. First, they need to have a plan. It will guide their spending.

First, children can get three small boxes. They can mark one as “savings.” They should choose something special that they would like to buy or do. Writing down the amount of money they will need to reach that goal can help.

Children should mark the second box as “spending.” This is money that can be used right away. Children may buy ice cream or a new toy.

The third box should be marked as “giving.” The money in this box is for buying gifts for others. If they would like, children can also give some of this money to a worthy cause, like a food bank.

At times, children may want to take money from the savings box to buy something that suddenly catches their eye. They must remember their goals. If they follow the plan, their savings will continue to grow.

**ITEM 3: CONSTRUCTED-RESPONSE**

**ELAGSE3RI9**



3. How are the main points in “The Story of Money” different from the main points in “Make Your Money Work for You”?

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

**Scoring Guide**

**Item 3 Information**

<p><b>Standard:</b> ELAGSE3RI9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p><b>Item Depth of Knowledge: 3</b> Strategic Thinking Student uses reasoning and develops a plan or sequence of steps; process has some complexity.</p>
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ITEM-SPECIFIC SCORING RUBRIC

Score	Description
2	<ul style="list-style-type: none"> <li>• Gives sufficient evidence of the ability to determine the differences between the main points of the two passages</li> <li>• Includes specific details that make clear reference to the text</li> </ul> <p><i>Exemplar Response:</i>  <i>Identifies the main points of each passage (passage 1 addresses how trading goods was replaced with coin money, and passage 2 addresses how people began to save money). Identifies how the passages are different, giving examples (e.g., historically animals and salt were used for trading; people can use boxes to save money today).</i></p>
1	<ul style="list-style-type: none"> <li>• Gives limited evidence of the ability to determine the differences between the main points of the two passages</li> <li>• Includes vague/limited details that make reference to the text</li> </ul>
0	<ul style="list-style-type: none"> <li>• Gives no evidence of the ability to determine the differences between the main points of the two passages</li> </ul>

## STUDENT RESPONSES

ELAGSE3RI9

Response Score: 2 points



3. How are the main points in “The Story of Money” different from the main points in “Make Your Money Work for You”?

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

The main point in The Story Of Money is to teach you what people used as money years ago and why they switched to making coins. In The Story Of Money the text said trading didn't always work. Then they started using their valuable to buy goods. But the valuable were heavy so the started making coins out of silver, copper, or gold.

The main point of Make Your Money Work For You is teching kids how to save, spend, and give money. In the text it said get three small boxes then label one with savings then one with spending then one with giving. The spending money you can use any time to buy a toy or ice cream.

- The student has given sufficient evidence of the ability to determine the differences between the main points of the two passages (“The main point in The Story Of Money is to teach you what people used as money years ago and why they switched to making coins,” and “The main point of Make Your Money Work For You is teching kids how to save, spend, and give money”).
- The student has included specific details that make clear reference to the two passages (“the started making coins out of silver, copper, or gold,” and “get three small boxes then label one with savings then one with spending then one with giving”).

ELAGSE3RI9

Response Score: 1 point



3. How are the main points in “The Story of Money” different from the main points in “Make Your Money Work for You”?

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

in my point of the story make your money work for you is learning to save money.in my point the story of money people traded thare own goods to git food or clothes.

- The response gives limited evidence of the ability to determine the differences between the main points of the two passages. The student states the main points of both passages but provides no insight as to how they differ.
- The response includes limited details that make reference to the text (“people traded thare own goods to git food or clothes”).

ELAGSE3RI9

Response Score: 0 points



3. How are the main points in “The Story of Money” different from the main points in “Make Your Money Work for You”?

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

Learning to save money is not easy. People save money because they need the money to buy food, and clothes. First they need a plan. It will guide them from spending.

- The response gives no evidence of the ability to determine the differences between the main points of the two passages (“Learning to save money is not easy”). The student only references the second passage and makes no attempt to discuss the first, so no comparison between ideas has been made.
- Some limited details from the second passage are present (“People save money because they need the money to buy food, and clothes”) but do not affect the score as there is no comparison between both passages.

## ELAGSE3RI9

## Response Score: 0 points

3. How are the main points in “The Story of Money” different from the main points in “Make Your Money Work for You”?

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

The main points in The Story of Money and Make your money work for you are different because one passage is talking about long ago and the other is know.

- While the student has correctly stated that one passage describes the past (“long ago”) and one describes the present (“know”), these are not the main points of the two passages.
- No details from either passage are present.

## ITEM 4: EXTENDED WRITING-RESPONSE

### WRITING TASK

People have made, used, and saved money differently in the past and in the present.

Think about the ideas in BOTH passages, and then write an **informational piece** in your own words explaining the different ways people use money.

Be sure to use information from BOTH passages to support your **informational piece**.

### Writer's Checklist

#### Be sure to:

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

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



## 4. Writing Task (Write your piece here.)

**Be sure to:**

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

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### Scoring Guide

#### Item 4 Information

<p><b>Standards:</b>                  ELAGSE3W2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.                  ELAGSE3L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.                  ELAGSE3L2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>	<p><b>Item Depth of Knowledge: 4</b>                  Extended Thinking                  Student conducts an investigation, needs time to think and process multiple conditions of the problem or task.</p>
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SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 1 for Informational/Explanatory Genre

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

SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 2 for Informational/Explanatory Genre

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

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

## STUDENT RESPONSES

ELAGSE3W2, ELAGSE3L1, ELAGSE3L2

Response Scores:

Idea Development, Organization, and Coherence: 4

Language Usage and Conventions: 3

4. People have made, used, and saved money differently in the past and in the present.

Think about the ideas in BOTH passages, and then write an **informational piece** in your own words explaining the different ways people use money.

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

In "The Story of Money" the people used money differently than we use money today. They traded their own goods to buy food or clothes. In the story it said "People began to understand that they needed something else to use for money other than trading goods to other people." For a long time this caused lots of problems. Also in the story it said "People searched for a different kind of money." They started making coins. They could be made out of silver, copper or gold. The passage said "The small round coins fit nicely into pockets. A person could save that money for years. Today, people still use paper money and coins. Now people

can buy thing wherever they are sold. In the text "Make Your Money Work for You" it is all about saving, spending and giving money. In the passage it says people save money to buy things they need.

Children can have a savings box, spending box, and a giving box. In your spending box you can have money you are going to spend. In your giving box you can give money to charites. These details prove how we spent money.

## DOC: 4

- The topic is effectively introduced with a summary of some facts taken from "The Story of Money."
- Related ideas about the past and present forms and uses of money are grouped together.
- The topic is effectively developed through the use of assorted facts and details from both of the passages ("People began to understand that they needed something else to use for money other than trading goods to other people," "The small round coins fit nicely into pockets," "... people save money to buy things they need," "Children can have a savings box, spending box, and a giving box").
- The response effectively uses linking words and phrases to connect ideas ("Also," "Today").
- While brief, the student does provide a concluding statement ("These details prove how we spent money").

## LUC: 3

- Clear and complete sentences are used, and some variety in sentence structure and length is shown. The response consists of mostly simple sentences with a few complex sentences included.
- Errors do not interfere with meaning.

## ELAGSE3W2, ELAGSE3L1, ELAGSE3L2

## Response Scores:

Idea Development, Organization, and Coherence: 3

Language Usage and Conventions: 3

4. People have made, used, and saved money differently in the past and in the present.

Think about the ideas in BOTH passages, and then write an **informational piece** in your own words explaining the different ways people use money.

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

Did you know people used to trade to get what they wanted?

Well they did! Since people didn't have money in the olden days they would trade to get what they wanted.

For example, a fisherman wants a fishing rod from a salesman and give him fish.

Now since money is made people use money instead. People do lots of things with money, spend, save, and trade! Money is probably the most wanted thing on Earth! In the United States the highest bill is a 100 dollar bill. But it used to be a 1,000 dollar bill!

Saving money is really hard.  
 But it is important. Say if you have  
 300\$ and you buy an Xbox 1.  
 But you saving up to 350\$. But the  
 console didn't work and there were  
 no refunds.

You had to do it all over again.  
 It's even hard for me, to save  
 money. I hope you learned  
 something new.

## DOC: 3

- A topic is introduced ("Did you know people used to trade to get what they wanted?").
- The response develops the topic with facts and details from the passages ("Since people didn't have money in the olden days they would trade to get what they wanted," "Saving money . . .").
- Related ideas are grouped together to give partial organization to the writing. After the topic is introduced, there is a paragraph about trading, a paragraph about money, and a paragraph about saving; however, there are some extraneous ideas included ("But the console didn't work and there were no refunds").
- Some linking words are used to connect ideas ("For example," "Now").
- A concluding statement is present ("I hope you learned something new").

## LUC: 3

- Sentence structure is clear and complete with appropriate range and variety. There are some fragments that occur when the student attempts to use structure to enhance style; however, there are numerous examples of successful simple and complex sentences.
- Errors in spelling and usage do not interfere with meaning.

## ELAGSE3W2, ELAGSE3L1, ELAGSE3L2

Response Scores:



**Idea Development, Organization, and Coherence: 2**

**Language Usage and Conventions: 2**

4. People have made, used, and saved money differently in the past and in the present.

Think about the ideas in BOTH passages, and then write an **informational piece** in your own words explaining the different ways people use money.

Be sure to use information from BOTH passages to support your **informational piece**. **Type your answer in the space provided.**

In the past they would of do it really diffrent than the present .In the past they would trade stuff to get what they want. In the past your hole life would be trading stuff for something you want.You would be trading lots of comman animals.In the present you buy stuff to get what you really want to get.Also in the present you don't have to trade stuff.In the present you can save money to buy what you really need.In the past there weren't any jobs to save money out of.In the present you also can save money many diffrent kind of ways like in a tiny little box you can save up.

DOC: 2

- There is an attempt to introduce a topic (“In the past they would of do it really diffrent than the present”).
- There is an attempt to develop the topic with too few details, many of which are vague (“your hole life would be trading stuff for something you want,” “you can save money to buy what you really need”) or irrelevant (“there weren’t any jobs to save money out of”).
- Ideas are ineffectively grouped together. Most of the response is a list-like comparison of how trading in the past is different from using money now.
- A few linking words are present (“Also”), but they do not always connect ideas well.
- There is no attempt at a conclusion.

LUC: 2

- Sentences are complete, but there is little variety in structure. Simple, choppy structures are used repeatedly. Some sentences could be condensed into a single sentence to improve readability (“In the present you buy stuff to get what you really want to get.Also in the present you don’t have to trade stuff”).
- Errors in spelling, usage, and conventions (“they would of do it really diffrent,” “hole life,” “comman”) do not significantly interfere with meaning.



ELAGSE3W2, ELAGSE3L1, ELAGSE3L2

Response Scores:



**Idea Development, Organization, and Coherence: 2**

**Language Usage and Conventions: 2**

4. People have made, used, and saved money differently in the past and in the present.

Think about the ideas in BOTH passages, and then write an **informational piece** in your own words explaining the different ways people use money.

Be sure to use information from BOTH passages to support your **informational piece**. **Type your answer in the space provided.**

Have you ever wondered how people used and saved money in the past and how it is different from the present. Well I am going to tell you how. In the past people used to have to trade their stuff to get other things they really needed like clothes. today all you have to do is give coins or paper money. In the past you had to salt or grains if you move you might have to use beads, tools, or shells. Now most places use money. In the past it was hard to carry the stuff you used to buy things. Now money is as light as a feather. Now do you see how big of a difference there is.

DOC: 2

- The student attempts to introduce a topic (“Have you ever wondered how people used and saved money in the past and how it is different from the present. Well I am going to tell you how”).
- The topic is developed with a few details, not all of which are overly relevant (“... salt or grains if you move you might have to use beads, tools, or shells;” “money is as light as a feather”).
- Ideas are ineffectively grouped together. The student presents a rambling series of thoughts as to how people used to trade items followed by a few statements about money.
- A few linking words and phrases are used, but they do not connect ideas to the topic well (“In the past,” “Now”).
- There is a concluding statement, though it is minimal (“Now do you see how big of a difference there is”).

LUC: 2

- All sentences are complete but repetitive in structure and subject/verb choice.
- Errors in usage and conventions (incorrect punctuation on the question that opens the essay or missing capitalization at the beginning of the second sentence in the second paragraph) do not significantly interfere with meaning.

ELAGSE3W2, ELAGSE3L1, ELAGSE3L2

Response Scores:



**Idea Development, Organization, and Coherence: 1**

**Language Usage and Conventions: 1**

4. People have made, used, and saved money differently in the past and in the present.

Think about the ideas in BOTH passages, and then write an **informational piece** in your own words explaining the different ways people use money.

Be sure to use information from BOTH passages to support your **informational piece**. **Type your answer in the space provided.**

In the past they could barley save any money because they didn't have much money but today we have a lot of money so we can save.

DOC: 1

- A topic related to saving money can be inferred.
- The response is too brief to provide development or organization.
- There is no conclusion.

LUC: 1

- The one sentence present is a run-on.
- The response is too brief to demonstrate command of language and conventions.

NO TEST MATERIAL  
ON THIS PAGE

Grade 3

**ENGLISH LANGUAGE ARTS**

Reading and Evidence-Based Writing Set

## READING AND EVIDENCE-BASED WRITING OVERVIEW

The Reading and Evidence-Based Writing (REBW) portion of the Georgia Milestones Grade 3 English Language Arts (ELA) End of Grade (EOG) assessment is administered as the first test section. When responding to the REBW portion of the assessment, students read a passage set consisting of two informational passages and then respond to five test items about the passages. The five test items comprise three selected-response items, one two-point constructed-response item, and one seven-point extended writing-response item. The extended writing-response item requires students to write an opinion piece or an informative/explanatory piece based on the passage set.

The first four items help focus the student on the main idea(s) and key details in the passages prior to writing the response. The first two selected-response items address each of the passages separately. The third selected-response item and the constructed-response item address both of the passages together. All four of these items contribute to a student's score in the Reading and Vocabulary domain. These four items are then followed by the extended writing task, which requires the student to draw from the reading experiences when writing the response. The extended writing-response item contributes to a student's score in the Writing and Language domain.

## REBW ITEM TYPES

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

A constructed-response item asks a question and solicits the student to provide a response constructed on his or her own, as opposed to selecting a response from options provided. On the ELA EOG assessment, these items are worth two points, and partial credit may be awarded if part of the response is correct.

A seven-point extended writing-response item, also called an extended writing task, requires the student to write an opinion piece or develop an informative/explanatory piece. The prompt requires the student to draw from the reading experiences when writing the response and to cite evidence from the passages to support a point of view or examine a topic. The extended writing task is considered "on-demand writing in response to text." Students write their responses in a somewhat limited amount of time without the benefit of time allocated for revision and rewrites. For this reason, the scoring process takes into account that the student responses are to be viewed as first drafts and are not expected to be polished papers. The scoring process is approached in such a manner as to award credit to students for what they do well according to the prompt and rubric. Students are not penalized for errors unless they permeate the response and impact or interfere with overall understanding.

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

## REBW DIRECTIONS

Section 1 of this test assesses your skill to comprehend reading passages and use information from the passages to write an opinion piece.

Before you begin writing your opinion piece, you will read two passages and answer three multiple-choice questions and one short constructed-response question about what you have read.

As you read the passages, think about details you may use in an opinion piece about giving and receiving.

**These are the titles of the passages you will read:**

1. The Gift of Giving
2. Receiving Is Fun

## The Gift of Giving

It's nice to get things. Getting a present can be a fun surprise. Even free candy bars are exciting. But it's much better to be the person giving than the person receiving.

Giving to others is special. It makes people happy. Think about how you would feel if someone gave you a new toy. That's how others feel when you give to them. You make yourself happy by making others happy.

There are other reasons to give as well. Surprising someone with a gift could mean that person will do the same for you. Many times people will want to show how much they enjoyed your gift by getting something nice for you. So, even if you like to receive, it pays to give.

Best of all, giving makes you a nice person. If you only think about yourself all the time, people might think you are selfish. You can show others that you care by remembering their special days and giving them something that you think they will like.

## Receiving Is Fun

People might think this is selfish, but I believe it's nicer to receive than to give. Nothing beats the joy of opening a wrapped present. You never know what's on the inside. It could be a toy, or something cool to wear. It doesn't matter. Since you don't know what is inside, the gift feels special.

If someone gives you a nice gift, it means a lot. It shows that person knows you well enough to give you the one thing that makes you truly happy. When people know you that well, it usually means they love you. Love is another thing worth receiving. If you are loved, you'll probably love people in return.

Receiving is better no matter who is giving you the gift. It could be a teacher, a friend, or a family member. If someone surprises you with a great gift, you'll remember that person forever. You'll want to surprise that person with a great gift of your own. After all, receiving is the first step to giving.



**ITEM 1: SELECTED-RESPONSE**

1. What does the author of “The Gift of Giving” mean by saying *it pays to give*?
  - A. It feels better to receive something than to give something.
  - B. If you give something, you might receive something in return.
  - C. If you want to give a gift, you will likely have to pay money for it.
  - D. It is important to give gifts so people know you care about them.

**ITEM 2: SELECTED-RESPONSE**

2. In the first paragraph, why does the author of “Receiving Is Fun” state that it *doesn’t matter* what the gift is?
  - A. because even love is a gift worth giving
  - B. because nicer gifts show the person loves you
  - C. because the gift can be from anyone in your life
  - D. because the idea of a surprise makes people feel good

**ITEM 3: SELECTED-RESPONSE**

3. Which pair of sentences from BOTH passages BEST shows the main ideas of “The Gift of Giving” and “Receiving Is Fun”?
  - A. Getting a present can be a fun surprise. (“The Gift of Giving”)  
If someone gives you a nice gift, it means a lot. (“Receiving Is Fun”)
  - B. Even free candy bars are exciting. (“The Gift of Giving”)  
You never know what’s on the inside. (“Receiving Is Fun”)
  - C. You make yourself happy by making others happy. (“The Gift of Giving”)  
Nothing beats the joy of opening a wrapped present. (“Receiving Is Fun”)
  - D. Surprising someone with a gift could mean that person will do the same for you. (“The Gift of Giving”)  
If you are loved, you’ll probably love people in return. (“Receiving Is Fun”)

**Scoring Guide**

**Items 1–3 Information**

Item	Standard	DOK	Key
1	ELAGSE3L5a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i> ).	2	B
2	ELAGSE3RI1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.	2	D
3	ELAGSE3RI2. Determine the main idea of a text; recount the key details and explain how they support the main idea	3	C

**ITEM 4: CONSTRUCTED-RESPONSE**

**ELAGSE3RI9**



4. The authors of “The Gift of Giving” and “Receiving Is Fun” discuss gift giving and receiving. How are the points they discuss similar?

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

**Scoring Guide**

**Item 4 Information**

<p><b>Standard:</b> ELAGSE3RI9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p><b>Item Depth of Knowledge: 3</b> Strategic Thinking Student uses reasoning and develops a plan or sequence of steps; process has some complexity.</p>
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ITEM-SPECIFIC SCORING RUBRIC

Score	Description
2	<p><i>The response gives sufficient evidence of the ability to compare the most important points and key details presented in two texts on the same topic.</i></p> <ul style="list-style-type: none"> <li>• Provides an adequate explanation of how the points discussed by the authors are similar.</li> <li>• Includes relevant examples/details from both passages for support.</li> </ul> <p><u>Exemplar Response:</u>  <i>Provides an accurate, text-based explanation of how the points discussed by the authors are similar (e.g., Both passages talk about how receiving and giving gifts can make you feel good. They both write that if you give a gift, you might receive a gift in return and that if you receive a gift, you might want to give one in return. So for both authors, giving/receiving makes you do the opposite action.) and provides relevant examples/details from BOTH passages for support (e.g., The author of the first passage supports the idea that giving and receiving feed off of each other by stating that “Surprising someone with a gift could mean that person will do the same for you.” The author of the second passage supports a similar idea by saying that “If someone surprises you with a great gift, you’ll . . . want to surprise that person with a great gift of your own. After all, receiving is the first step to giving”).</i></p>
1	<p><i>The response gives limited evidence of the ability to compare the most important points and key details presented in two texts on the same topic.</i></p> <ul style="list-style-type: none"> <li>• Provides a weak explanation of how the points discussed by the authors are similar.</li> <li>• Includes vague/limited examples/details from the passage(s) for support.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Provides a credible explanation based on the passages of how the points discussed by the authors are similar without including any relevant examples/details from either passage for support.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Includes relevant examples/details from the passages that imply an explanation of how the points discussed by the authors are similar without explicitly explaining how the points are similar.</li> </ul>
0	<p><i>The response gives no evidence of the ability to compare the most important points and key details presented in two texts on the same topic.</i></p> <ul style="list-style-type: none"> <li>• Provides no explanation of how the points discussed by the authors are similar.</li> <li>• Includes no relevant examples/details from the passages that imply an explanation of how the points discussed by the authors are similar.</li> </ul>

## STUDENT RESPONSES

ELAGSE3RI9

Response Score: 2 points



4. The authors of “The Gift of Giving” and “Receiving Is Fun” discuss gift giving and receiving. How are the points they discuss similar?

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

The points of the texts are similar by they both say that giving and receiving will make you and others happy. Both of these topics (giving and receiving) create happiness. When you get a gift your very happy even if its not what you wanted. It states in the text that it doesn't matter what the gift is. If you Give someone a gift your happy and the other person is happy too. In the text it states that giving makes people happy too. In conclusion these topics are somewhat similar.

- The student provides an adequate explanation of how the points discussed by the authors are similar by stating that “Both of these topics (giving and receiving) create happiness.”
- The student includes relevant details and examples from both passages in support of the explanation. “If you Give someone a gift your happy and the other person is happy too” is from “The Gift of Giving.” “When you get a gift your very happy even if its not what you wanted” is from “Receiving Is Fun.”

## ELAGSE3RI9

Response Score: 2 points



4. The authors of “The Gift of Giving” and “Receiving Is Fun” discuss gift giving and receiving. How are the points they discuss similar?

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

They are both similar because your both happy when you receiving a gift or your giving a gift. The text says in the book “The Gift of Giving”, “you make yourself happy by making others happy”. The text says in the book “Receiving is fun”, “if someone surprises you with a great gift, you’ll remember that person forever.”

- The student provides an adequate explanation of how the points discussed by the authors are similar by stating that “They are both similar because your both happy when you receiving a gift or your giving a gift.”
- The student includes relevant details and examples from both passages in support of the explanation. “You make yourself happy by making others happy” is from “The Gift of Giving.” “if someone surprises you with a great gift, you’ll remember that person forever” is from “Receiving Is Fun.”

## ELAGSE3RI9

Response Score: 2 points



4. The authors of “The Gift of Giving” and “Receiving Is Fun” discuss gift giving and receiving. How are the points they discuss similar?

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

The points in both passages are similar because in “The Gift of Giving”, it has a part where it says, “Surprising someone with a gift could mean that they will do the same for you.” In “Receiving Is Fun”, it says, “receiving is the first step to giving.” The points are the same because they mean giving leads to receiving or receiving leads to giving.

- The student provides an adequate explanation of how the points discussed by the authors are similar by stating that “The points are the same because they mean giving leads to receiving or receiving leads to giving.”
- The student includes relevant details and examples from both passages in support of the explanation. “Surprising someone with a gift could mean that they will do the same for you” is from “The Gift of Giving.” “receiving is the first step to giving” is from “Receiving Is Fun.”

ELAGSE3RI9

Response Score: 1 point



4. The authors of “The Gift of Giving” and “Receiving Is Fun” discuss gift giving and receiving. How are the points they discuss similar?

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

There similar because they both think getting gifts is fun. They are similar because in paragraph 1 in the passage “The Gift of Giving” it states that It’s nice to get things. Getting a present can be a fun suprize. I the passage “Recevin is fun” paragraph 2 it states that if someone gives you a nice gift, it mean a lot.

- The student provides a weak explanation of how the points discussed by the authors are similar. “They both think getting gifts is fun” is a weak explanation because it only addresses the receiving side of the argument and fails to even vaguely address how giving is related and brings joy.
- The student includes weak examples from both passages as support that only focus on receiving, “it states that It’s nice to get things. Getting a present can be a fun suprize” as mentioned in “The Gift of Giving” and “if someone gives you a nice gift, it mean a lot” from “Receiving Is Fun.”



## ELAGSE3RI9

Response Score: 1 point



4. The authors of “The Gift of Giving” and “Receiving Is Fun” discuss gift giving and receiving. How are the points they discuss similar?

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

They are similar because they both tell how good you feel about presents. They tell you that when you give you feel happy and when you receive you feel happy. Gifts always bring happiness to both people.

- The student provides a credible explanation based on the passages of how the points discussed are similar by stating, “They tell you that when you give you feel happy and when you receive you feel happy. Gifts always bring happiness to both people.”
- No relevant examples or details are included from either passage.

## ELAGSE3RI9

Response Score: 1 point



4. The authors of “The Gift of Giving” and “Receiving Is Fun” discuss gift giving and receiving. How are the points they discuss similar?

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

The stories are similar because one author says, “Giving to others is special”. He also says, “you make yourself happy by making others happy” That story was The Gift of Giving. The other author said, “It shows the person knows you well enough to know what makes you happy.” That story was Receiving is Fun.

- The student includes relevant examples from the passages that imply an explanation without explicitly explaining how the points are similar.
- The details from “The Gift of Giving” (“Giving to others is special” and “you make yourself happy by making others happy”) and “Receiving Is Fun” (“It shows the person knows you well enough to know what makes you happy”) both discuss how giving and receiving can make both the giver and the recipient happy, thus implying a similarity.

## ELAGSE3RI9

Response Score: 0 points



4. The authors of “The Gift of Giving” and “Receiving Is Fun” discuss gift giving and receiving. How are the points they discuss similar?

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

In the Gift of Giving and Receiving is Fun they both were talking about presents. They are both talking about it will make you or a person happy.

- The student does not provide a valid explanation of how the points are similar.
- “They are both talking about it will make you or a person happy” is too vague to count as a credible explanation as it doesn’t specifically address the idea that giving AND receiving can bring happiness.

## ELAGSE3RI9

Response Score: 0 points



4. The authors of “The Gift of Giving” and “Receiving Is Fun” discuss gift giving and receiving. How are the points they discuss similar?

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

The passages of the Gift of Giving and Receiving is Fun their points are similar cause cause in the gift of giving it talks about how people give gifts and in the other passage it talks about how Reciving is fun.

- The student provides no explanation of how the points discussed by the authors are similar.
- The student includes no relevant details from the passages. The only details provided are assumed topics based on the names of the passages.

## ELAGSE3RI9

Response Score: 0 points



4. The authors of “The Gift of Giving” and “Receiving Is Fun” discuss gift giving and receiving. How are the points they discuss similar?

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

They are both similar because they both talk about gifts.

- The student provides no meaningful explanation of how the points discussed by the author are similar.
- The reason “they both talk about gifts” is exceedingly vague and can be inferred from the prompt.

## ITEM 5: EXTENDED WRITING-RESPONSE

## WRITING TASK

Some people think it is better to give than to receive. Other people think it is better to receive than to give.

Think about the ideas in the two passages. Then write an **opinion piece** that gives your opinion about which idea you think is better.

Be sure to use information from BOTH passages in your **opinion piece**.

## Writer's Checklist

## Be sure to:

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

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

**5. Writing Task (Write your piece here.)**

**Be sure to:**

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

**Scoring Guide**

**Item 5 Information**

<p><b>Standards:</b>                  ELAGSE3W1. Write opinion pieces on topics or texts, supporting a point of view with reasons.                  ELAGSE3L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.                  ELAGSE3L2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>	<p><b>Item Depth of Knowledge: 4</b>                  Extended Thinking                  Student conducts an investigation, needs time to think and process multiple conditions of the problem or task.</p>
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**SEVEN-POINT, TWO-TRAIT RUBRIC**

**Trait 1 for Opinion Genre**

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



SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 2 for Opinion Genre

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

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

## STUDENT RESPONSES

ELAGSE3W1, ELAGSE3L1, ELAGSE3L2

Response Scores:

**Idea Development, Organization, and Coherence: 4****Language Usage and Conventions: 3**

5. Some people think it is better to give than to receive. Other people think it is better to receive than to give.

Think about the ideas in the two passages. Then write an **opinion piece** that gives your opinion about which idea you think is better.

Be sure to use information from BOTH passages in your **opinion piece**. **Type your answer in the space provided.**

I think it is better to give than receive because when you do people feel that you really love and care for them. Also they might just bring you a gift back. When you receive yes it would be great to get, but if you give maybe others will see how generous you are and want to give you a gift. Its all about showing people that you care a lot.

In the first story giving makes people happy and some people need to be happy. You could give to the sick or shut ins or even the elderly in the nursing homes. You don't have to give them a 4-wheeler or a masion just a card or something to show that you love them. "It pays to give" like if you give me a card I would buy you a puppy in return. Giving is fun and good. Just a thing to show you care, love, and want to be kind. I like the warmness and love you get when you give.

I would say that I like to receive, but I would be greed if I only wanted to recieve. Reviving is the first step for giving. When you give you receive. Just to be kind. You don't have to know the person. One time my mom sent 5 people a card with a dollar inside. Like I said it doesn't have to be an 18-wheeler or a iphone. You just give to show you care.

Please give at least once in a while and show passion, kindness, and love.

### DOC: 4

- The student effectively introduces the topic and clearly states an opinion (“I think it is better to give than receive because when you do people feel that you really love and care for them”).
- An effective organizational structure is used to group reasons. After the topic is introduced, the student discusses giving, then receiving and giving, followed by the conclusion.
- Clear, relevant reasons are used to support the author’s opinion that it is better to give than to receive (“giving makes people happy,” “I would be greed if I only wanted to receive,” “You just give to show you care”).
- Linking words are used to connect reasons (“In the first story,” “I would say,” “One time”).
- A strong concluding statement is present that summarizes the student’s opinion (“Please give at least once in a while and show passion, kindness, and love”).

### LUC: 3

- The response has a clear and complete sentence structure with appropriate range and variety. Use of complex sentences adds sufficient variety to the response.
- Errors, predominantly in spelling and usage, do not interfere with the intended meaning.

ELAGSE3W1, ELAGSE3L1, ELAGSE3L2

Response Scores:



**Idea Development, Organization, and Coherence: 4**

**Language Usage and Conventions: 3**

5. Some people think it is better to give than to receive. Other people think it is better to receive than to give.

Think about the ideas in the two passages. Then write an **opinion piece** that gives your opinion about which idea you think is better.

Be sure to use information from BOTH passages in your **opinion piece**. **Type your answer in the space provided.**

Giving

I think giving is the best. First if you give you get something in return. Also when you give it makes that person happy. Next, when you makes someone happy, you get happy to see them happy. Also when you give something to a person they get happy and just want to hug you. Who doesn't like hugs? Am I right! Like it said in the passage "It pays to give!" Also it said "Giving makes you a better person." If you only think about yourself people will think your selfish. Then, if they think your selfish they might want to do nothing with you or for you. That's why you should think of what to do before you do it. So if you start thinking about yourself remember what could happen. Last if you get someone in trouble and they get mad you, go to the store and buy them a gift they like. That would make them happy. They'll think "Aw she's trying to make me happy." I'm not going to be mad at her again, or him" You can give them a hug and they'll hug you in return. Giving is kind of like a birthday. If someone gives you a present, they'll get a card in return. They gift is a nice card, saying how much they love the gift and their playing with it or wearing hit. They would love the card, you would love the gift. That's why I think giving is the best. The end.

### DOC: 4

- The response clearly states an opinion (“I think giving is the best”) in the first sentence before going on to introduce the topic in more depth with a list of reasons that are used as a guide for the development of the essay.
- The student creates an effective organizational structure. The introduction states the opinion and lays out several reasons in support of the opinion that are developed in greater depth, though not in order, in the body. The conclusion restates the opinion.
- The response provides reasons to support the opinion presented (“when you give something to a person they get happy and just want to hug you,” “Like it said in the passage ‘It pays to give!’” “If you only think about yourself people will think your selfish,” “If someone gives you a present, they’ll get a card in return”).
- The student uses linking words to connect ideas (“Also,” “So,” “Last”).
- The student provides a concluding statement that restates the opinion (“That’s why I think giving is the best. The end”).

### LUC: 3

- The response has a clear and complete sentence structure with appropriate range and variety. Use of complex sentences adds sufficient variety to the response.
- Infrequent minor errors in spelling, usage, and conventions do not interfere with the intended meaning.

ELAGSE3W1, ELAGSE3L1, ELAGSE3L2

Response Scores:



**Idea Development, Organization, and Coherence: 4**

**Language Usage and Conventions: 3**

5. Some people think it is better to give than to receive. Other people think it is better to receive than to give.

Think about the ideas in the two passages. Then write an **opinion piece** that gives your opinion about which idea you think is better.

Be sure to use information from BOTH passages in your **opinion piece**. **Type your answer in the space provided.**

I think it is better to get something than to give something. With giving you have to do a lot of work. I'd rather not do all that work and thinking and feel the excitement of opening a gift. When you give you have to think too much about what someone wants. What if you get them a doopicete or a gift they don't want? They will hate you forever! While giving may lead to people giving you gifts I'd rather get gifts than give even if it seems selfish! Its fun to guess what is on the inside of a gift box because it could be anything The author of Receiving Is Fun talks say, "Nothing beats the joy of opening a wrapped present. You never know whats on the inside."

Also, gifts show you that you are loved. The author of Receiving Is Fun thinks that gifts show you how much a person cares. If someone cares about me, I probably care about them too. If everyone got gifts I think the world would be a better place because more people would care about other people and feel loved.

I agree its better to receive than it is to give. Both passages are good and give very good supporting reason, but I think receiving is much better than giving. This how I prove that receiving is better.

### DOC: 4

- The response effectively introduces the topic and clearly states an opinion (“I think it is better to get something than to give something”).
- The student creates an effective organizational structure by establishing the opinion, discussing the cons of giving, discussing the pros of receiving, and following with a conclusion.
- The student provides clear, relevant reasons to support the opinion (“What if you get them a doopicete or a gift they don’t want?” “Its fun to guess what is on the inside of a gift box,” “gifts show you that you are loved”).
- The response uses linking words and phrases to connect opinions and reasons (“Also,” “The author of Receiving Is Fun thinks . . .”).
- The student provides a strong concluding section (“This how I prove that receiving is better”).

### LUC: 3

- The response has clear and complete sentence structure with appropriate range and variety. Sentence lengths are varied, and the student uses simple, compound, and complex sentences.
- Errors do not interfere with meaning. Frequent and commonly used words are spelled correctly, titles are capitalized, quotes are used correctly, and correct comma use is demonstrated.

ELAGSE3W1, ELAGSE3L1, ELAGSE3L2

Response Scores:

Idea Development, Organization, and Coherence: 3

Language Usage and Conventions: 2

5. Some people think it is better to give than to receive. Other people think it is better to receive than to give.

Think about the ideas in the two passages. Then write an **opinion piece** that gives your opinion about which idea you think is better.

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

Do you ever think about giving?  
In my opinion I think it's better to give. I think it's better to give because it makes you and the other person happy. It's also better to give because your caring for others when you give not just caring for yourself. It can be fun picking the present out for your best friend. It's also fun picking out the wrapping paper or a bag to wrap it. Think of how you



feel when you get something. That's how they feel when they get something from you. When you give it makes you a nice person. Giving to others makes them feel special. When you do something nice for them it makes them want to do something nice for you. Some people think you might be selfish by just receiving not giving because your not even caring for people your just keeping every thing to your self. Even if you receive, it pays to give.

### DOC: 3

- The topic is introduced and the opinion is stated (“Do you ever think about giving? In my opinion I think it’s better to give”).
- Some organizational structure is provided to group reasons as a list of related reasons that clearly progress from the introduction to the conclusion.
- The student provides several reasons to support the opinion; however, most of them are not exceedingly developed (“It makes you and the other person happy;” “It can be fun picking the present out . . . picking out the wrapping paper;” “Think of how you feel when you get something. That’s how they feel when they get something”).
- The response uses some linking words to connect opinions and reasons (“It’s also;” “Even if”).
- The student provides a concluding statement (“Even if you receive, it pays to give”).

### LUC: 2

- Though correct, the repetitive sentence structure does not demonstrate appropriate range and variety (“It can be fun picking the present out for your best friend. It’s also fun picking out the wrapping paper”).
- Errors in spelling and usage (“becaus;” “your caring for;” “your not even caring”) do not have any significant impact on intended meaning.

ELAGSE3W1, ELAGSE3L1, ELAGSE3L2

Response Scores:



Idea Development, Organization, and Coherence: 3

Language Usage and Conventions: 2

5. Some people think it is better to give than to receive. Other people think it is better to receive than to give.

Think about the ideas in the two passages. Then write an **opinion piece** that gives your opinion about which idea you think is better.

Be sure to use information from BOTH passages in your **opinion piece**. **Type your answer in the space provided.**

I think “The Gift of giving” is the most important gift. There is nothing better than to give back to others, Weather its an animal, a person, or even a plant. You can give so many Ways. Some people give back to a whole community.

I think you should give, because when you give you are happy and the person you are giving the gift to is happy. Its a win-win which is always good. Giving makes you look like a nice person and looking nice is important in life. If you give you may get something in return. You always remember who give you gifts. Specially gifts that mean alot to you. If you do you should give a thank-you gift maybe a card or a treat. I think receiving a gift is only fun on Birthdays or other speacail acasions. I thing some people like presents and want to give back but don’t really like to give they thing getting gifts is always good. They look selfish. I think we shold Give more than receive so that we look nice and not selfish.

### DOC: 3

- The first paragraph introduces a topic and states an opinion (“I think ‘The Gift of giving’ is the most important gift. There is nothing better than to give back to others”).
- An organizational structure is present that groups reasons. The student introduces the topic and opinion before explaining some different options for giving back to others. The student builds a case that giving makes you look nice. The focus then shifts to receiving gifts. The benefits are briefly discussed before the student discusses how receiving can make you look selfish.
- Reasons are provided to support the opinion (“if you do you should give a thank-you gift,” “when you give you are happy and the person you are giving the gift to is happy”).
- The response uses some linking words to connect opinions and reasons.
- A concluding statement is present (“I think we should Give more than receive so that we look nice and not selfish”).

### LUC: 2

- Most sentences are complete; however, some attempts at more advanced structures and style result in run-ons (“I thing some people like presents . . . getting gifts is always good”) and fragments (“Specially gifts that mean alot to you”).
- Minor errors in spelling, usage, and conventions are present (“‘The Gift of giving,’” “Weather its,” “so many Ways,” “speacail acasions,” “I thing”); however, they have no significant effect on meaning.

**ELAGSE3W1, ELAGSE3L1, ELAGSE3L2**

**Response Scores:**



**Idea Development, Organization, and Coherence: 3**

**Language Usage and Conventions: 2**

5. Some people think it is better to give than to receive. Other people think it is better to receive than to give.

Think about the ideas in the two passages. Then write an **opinion piece** that gives your opinion about which idea you think is better.

Be sure to use information from BOTH passages in your **opinion piece**. **Type your answer in the space provided.**

I think that giving is better because you can make people feel better in all different kinds of ways. Giving is a good thing to do. Like if you receive a gift you feel good that's how other people feel when you give a gift to them. If you give a gift to someone you might get one. Some people think that revieeving is better but people have different opinons and I like giving better. I would feel good if I donated to a foster home it would make me feel good because I was giving. If I help donate can foods I feel good and I'm giving. Giving is fun you don't have to pay money you can give someone your old clothes and your giving. Giving is like being nice. You can say kind words to someone who needs to know someone cares. If you were the one receiving the gift you would feel loved and like you have a friend. Giving is being kind that is why I like giving.

### DOC: 3

- The student introduces a topic and states an opinion (“think that giving is better because you can make people feel better in all different kinds of ways”).
- The student provides some organizational structure to group reasons. The opinion and topic are introduced in the first two sentences before the student goes on to discuss why giving is better, followed by ways to give.
- The response provides some complete reasons to support the opinion (“if you receive a gift you feel good that’s how other people feel when you give a gift to them,”“it would make me feel good because I was giving,”“you don’t have to pay money”).
- A concluding statement is present (“Giving is being kind that is why I like giving”).

### LUC: 2

- Sentences are somewhat repetitive (“Giving is fun . . .,”“Giving is like . . .,”“Giving is being kind . . .,” “If I . . .,”“If you . . .”). However, there is some attempt at variety of sentence types as the student uses simple and complex sentences. A few attempts at advanced structure result in run-on sentences (“Giving is fun . . . old clothes and your giving”).
- Minor errors in spelling, conventions, and usage do not interfere with meaning (missing internal punctuation, “revieveing,”“opinons”).

ELAGSE3W1, ELAGSE3L1, ELAGSE3L2

Response Scores:

Idea Development, Organization, and Coherence: 2

Language Usage and Conventions: 3

5. Some people think it is better to give than to receive. Other people think it is better to receive than to give.

Think about the ideas in the two passages. Then write an **opinion piece** that gives your opinion about which idea you think is better.

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

It is better to receive than to give. I know that is selfish but I had to tell the truth. Giving is nice and all but receiving that is when sparks fly. When I give sometimes I am unhappy because I want the gift that I am giving. I am a very selfish person in other people's opinion but to myself I am alright.

That is my opinion about giving and receiving. My favorite story was "Receiving Is Fun." I really like that person's point of view. And all of this is my point of view  
The End

## DOC: 2

- The student attempts to introduce a topic and state an opinion ("It is better to receive than to give"). The student does slightly lose focus when he or she tries to defend the opinion presented ("I know that is selfish but I had to tell the truth").
- The response attempts to provide some organization, but the progression of ideas seems unbalanced at times. After stating the opinion, the student attempts to defend it and offers a few undeveloped reasons that support the opinion before returning to defend criticism others might have of the author for having that opinion.
- The response attempts to provide reasons that support the opinion; however, they are minimal and oversimplified ("receiving that is when sparks fly," "When I give sometimes I am unhappy because I want the gift that that I am giving").
- A weak concluding section is provided. The student rambles and does little to support the opinion stated in the introduction ("That is my opinion," "I really like that person's point of view. And all of this is my point of view").

## LUC: 3

- Clear and complete sentence structure is present with some variety and range demonstrated. The student uses simple and compound sentence structures correctly.
- The few errors that are present do not interfere with meaning.



ELAGSE3W1, ELAGSE3L1, ELAGSE3L2

Response Scores:

Idea Development, Organization, and Coherence: 2

Language Usage and Conventions: 2

5. Some people think it is better to give than to receive. Other people think it is better to receive than to give.

Think about the ideas in the two passages. Then write an **opinion piece** that gives your opinion about which idea you think is better.

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

Well I think the gift of giving is better than reiceveing is fun becuse if you never give things than why should you reiceve things from them. They could be keeping all the stuff they give you for them. That wouldn't be fair to you and its not fair for you too reiceve things if you dont give things. Yeah you get the joy of opening presents but what about them. So I still stick with the gift of giving not reiceving is fun. Giving things can get you reiceving things.

Just remember if you stick with the gift of giving things well you could get even better things back. If you choose receiving things is fun well thats alright becuse its your opinion. I hope all of you will be happy with what you choose.

## DOC: 2

- The response attempts to introduce a topic and state an opinion (“Well I think the gift of giving is better than receiving is fun because if you never give things than why should you receive things from them”).
- There is an attempt at structure; however, the progression of ideas often seems more like a stream of consciousness than an organized essay (“They could be keeping all the stuff . . . That wouldn’t be fair . . . you get the joy of opening presents but what about them. So I still stick with the gift of giving . . . you could get even better things back”).
- The student attempts to provide reasons that sometimes support the opinion (“its not fair for you too receive things if you don’t give things,” “. . . but what about them,” “get even better things back”).

## LUC: 2

- The response has mostly complete sentences with some variety. A few awkward structures are present.
- Minor errors in spelling and conventions have no significant effect on the meaning (“because if you never give things than why . . .”). Capitalization is missing at the beginning of sentences and titles, and internal punctuation is missing.

## ELAGSE3W1, ELAGSE3L1, ELAGSE3L2

Response Scores:



**Idea Development, Organization, and Coherence: 2**

**Language Usage and Conventions: 2**

5. Some people think it is better to give than to receive. Other people think it is better to receive than to give.

Think about the ideas in the two passages. Then write an **opinion piece** that gives your opinion about which idea you think is better.

Be sure to use information from BOTH passages in your **opinion piece**. **Type your answer in the space provided.**

I think it is beter to recive than to give because you can have a nice suprise. Another reason I like to recive is because it makes you happy when you get something you really like. Another reason is that when you are happy with what you get it makes The person who gave the present to you happy. When you get the present there is usually a card. The card can make you lagh or just really happy.

DOC: 2

- The student attempts to introduce a topic and state an opinion (“I think it is beter to recive than to give because you can have a nice suprise”).
- Some organization is attempted as the student has listed several ideas to support the opinion. However, the response reads increasingly more like a stream of consciousness as it progresses (“it makes The person who gave the present to you happy . . . there is usually a card . . . The card can make you lagh”).
- The response attempts to provide reasons that sometimes support the opinion, though many of the reasons presented seem repetitive and oversimplified (“nice suprise,” “makes you happy,” “when you are happy . . . it makes The person who gave the present to you happy,” “The card can make you lagh or just really happy”).
- One linking phrase is used throughout to connect reasons (“Another reason”).
- There is no attempt at a conclusion.

LUC: 2

- Sentences are complete but lacking in range and variety. Structure is very repetitive (“Another reason . . .”).
- Minor errors in usage and conventions have no significant effect on meaning (“beter to recive,” “suprise,” “it makes The person who gave the present to you,” “lagh”).

ELAGSE3W1, ELAGSE3L1, ELAGSE3L2

Response Scores:

**Idea Development, Organization, and Coherence: 1**

**Language Usage and Conventions: 1**

5. Some people think it is better to give than to receive. Other people think it is better to receive than to give.

Think about the ideas in the two passages. Then write an **opinion piece** that gives your opinion about which idea you think is better.

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

I think gifts is for giving is better because lik it show loveing but giveing then, a gift but giving a gift to some body you give it to then that means they care about you.

DOC: 1

- The student makes a weak attempt to state an opinion (“I think gifts is for giving is better”).
- The response is too brief to indicate organizational structure. The ideas that are present are fairly confusing.
- The student provides one reason to support the opinion (“giving a gift to some body you give it to then that means they care about you”).

LUC: 1

- The response is a run-on sentence demonstrating no command of sentence structure.
- Frequent errors interfere with meaning (“lik it show loveing,” “giveing then, a gift”).

ELAGSE3W1, ELAGSE3L1, ELAGSE3L2

Response Scores:

**Idea Development, Organization, and Coherence: 1**

**Language Usage and Conventions: 1**

5. Some people think it is better to give than to receive. Other people think it is better to receive than to give.

Think about the ideas in the two passages. Then write an **opinion piece** that gives your opinion about which idea you think is better.

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

I think Idea receiving is Fun is  
 the Joy OF wrapped Presents.  
 My opinion about which Idea I think  
 is better is Some PePole think  
 It's better to give then  
 receive.

DOC: 1

- The student does not introduce a topic. A confusing opinion emerges at the end (“Some PePole think it’s better to give then receive”).
- No organizational structure is evident.
- The response does not provide reasons to support the opinion. Some of the information included seems random and unconnected to the opinion (“the Joy of wrapped Presents”).

LUC: 1

- Sentence structure is confusing and incorrect (“I think idea receiving is Fun is the Joy of wrapped Presents”).
- Errors in usage and conventions do not interfere with meaning (“I think Idea receiving,” “Some PePole,” “give then receive”). However, the response is too brief to demonstrate command of conventions and usage.

## ELAGSE3W1, ELAGSE3L1, ELAGSE3L2

Response Scores:



**Idea Development, Organization, and Coherence: 1**

**Language Usage and Conventions: 1**

5. Some people think it is better to give than to receive. Other people think it is better to receive than to give.

Think about the ideas in the two passages. Then write an **opinion piece** that gives your opinion about which idea you think is better.

Be sure to use information from BOTH passages in your **opinion piece**. **Type your answer in the space provided.**

I think that give is better then to receive. Because if yo give people well repzent your giveness.

DOC: 1

- The student attempts to state an opinion (“I think that give is better then to receive”).
- The response is too brief to demonstrate organizational structure.
- Reasons presented are minimal and do not support the opinion (“if yo give people well repzent your giveness”).
- No attempt at linking words or a conclusion is made.

LUC: 1

- The response consists of a complete simple sentence and a fragment. This does not demonstrate appropriate range and variety.
- Errors are present and do not interfere with meaning (“if yo give people well repzent your giveness”). However, the response is too brief to demonstrate command of conventions and usage.

NO TEST MATERIAL  
ON THIS PAGE

Grade 3

**MATHEMATICS**

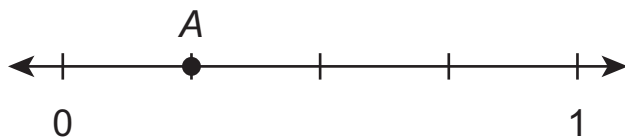
Sample Constructed-Response Items



ITEM 1: CONSTRUCTED-RESPONSE

MGSE3.NF.2

1. Look at point A on the number line.



Point A represents a fraction.

$$\frac{1}{\square}$$

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

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Scoring Guide

Item 1 Information

<p><b>Standard:</b> MGSE3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>a. Represent a fraction <math>1/b</math> on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into <math>b</math> equal parts. Recognize that each part has size <math>1/b</math> and that the endpoint of the part based at 0 locates the number <math>1/b</math> on the number line.</p>	<p><b>Item Depth of Knowledge:</b> 2 Basic Application of Skill/Concept Student uses information, conceptual knowledge, and procedures.</p>
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## ITEM-SPECIFIC SCORING RUBRIC

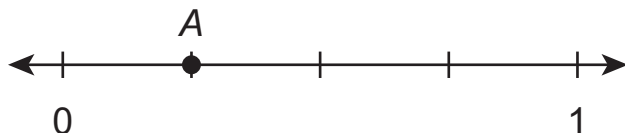
Score	Rationale
<b>2</b>	<p>Response demonstrates a complete understanding of the standard.</p> <p>Give 2 points for student identifying the denominator as 4 and providing a complete, correct explanation that shows the student sees the interval from 0 to 1 as having 4 equal sections (or equivalent).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

STUDENT RESPONSES

MGSE3.NF.2

Response Score: 2

1. Look at point A on the number line.



Point A represents a fraction.

$$\frac{1}{\square}$$

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

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

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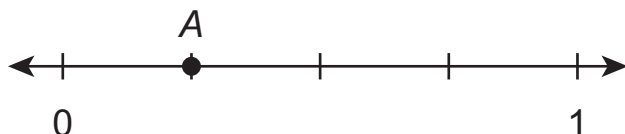
The response demonstrates a complete understanding of the standard being tested. The student correctly shows that 4 is the denominator of the fraction and explains that the dashes increase by this fraction for each tick mark.

## MGSE3.NF.2

Response Score: 1



1. Look at point A on the number line.



Point A represents a fraction.

$$\frac{1}{\square}$$

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

3

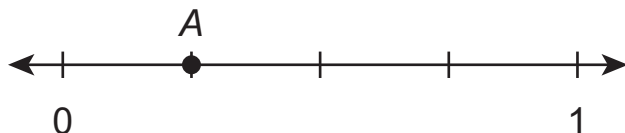
The number line is divided into 3 equal parts so the denominator is 3.

The response demonstrates a partial understanding of the standard. The student responds incorrectly to the first part by answering 3. However, the student shows an understanding of the standard by explaining that the denominator comes from dividing the line into equal parts.

MGSE3.NF.2

Response Score: 1

1. Look at point A on the number line.



Point A represents a fraction.

$$\frac{1}{\square}$$

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

4 because of the marks

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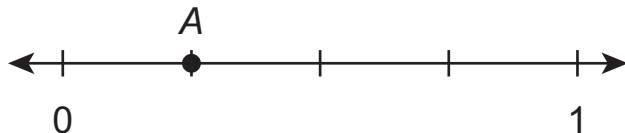
The response demonstrates a partial understanding of the standard being tested. The student provides the correct denominator of 4 but provides an incomplete explanation.

MGSE3.NF.2

Response Score: 0



1. Look at point A on the number line.



Point A represents a fraction.

$\frac{1}{\square}$

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

1 the dashes increase by one each time.

The response demonstrates little to no understanding of the standard being tested. While the student is aware that marks on a number line represent intervals, the student does not provide a correct answer or explanation related to the fraction represented at point A.

**ITEM 2: EXTENDED CONSTRUCTED-RESPONSE**

**MGSE3.OA.9**

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

**Products of  
Even and Odd Numbers**

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

**Part A** Write a rule for the pattern shown in the SHADED column of products: 10, 20, 30, 40. **Write your answer in the space provided on your answer document.**

**Part B** What will be the next number in the pattern shown in the second row of products: 4, 12, 20, 28? Explain how you found your answer. **Write your answer in the space provided on your answer document.**

**Part C** Explain why all the products in this table are even numbers. **Write your answer in the space provided on your answer document.**

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

**Scoring Guide**

**Item 2 Information**

<b>Standard:</b> MGSE3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.	<b>Item Depth of Knowledge:</b> 3 Strategic Thinking Student uses reasoning and develops a plan or sequence of steps; process has some complexity.
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**ITEM-SPECIFIC SCORING RUBRIC**

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

STUDENT RESPONSES

MGSE3.OA.9

Response Score: 4

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

Products of  
Even and Odd Numbers

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

**Part A** Write a rule for the pattern shown in the SHADED column of products: 10, 20, 30, 40. Write your answer in the space provided on your answer document.

**Part B** What will be the next number in the pattern shown in the second row of products: 4, 12, 20, 28? Explain how you found your answer. Write your answer in the space provided on your answer document.

**Part C** Explain why all the products in this table are even numbers. Write your answer in the space provided on your answer document.

Response Score: 4

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

Part B

The next number will be 36  
in this pattern. I multiplied  
 $4 \times 9$

Part C

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

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

**MGSE3.OA.9**

**Response Score: 3**



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

**Products of  
Even and Odd Numbers**

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

**Part A** Write a rule for the pattern shown in the SHADED column of products: 10, 20, 30, 40.  
**Type your answer in the space provided.**

▼  
▲
 counting by tens.

**Part B** What will be the next number in the pattern shown in the second row of products: 4, 12, 20, 28? Explain how you found your answer. **Type your answer in the space provided.**

▼  
▲
 36

**Part C** Explain why all the products in this table are even numbers. **Type your answer in the space provided.**

▼  
▲
 The reason they are counting with even numbers are because when you mutply even to odd you get a even nubmer

## MATHEMATICS

The response demonstrates a nearly complete understanding of the standard being tested. The student correctly identifies the pattern of counting by tens for Part A. The student correctly finds the next number in the pattern for Part B but does not provide an explanation. The student provides a complete and correct explanation for Part C.

**MGSE3.OA.9**

**Response Score: 3**

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

**Products of  
Even and Odd Numbers**

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

**Part A** Write a rule for the pattern shown in the SHADED column of products: 10, 20, 30, 40. **Write your answer in the space provided on your answer document.**

**Part B** What will be the next number in the pattern shown in the second row of products: 4, 12, 20, 28? Explain how you found your answer. **Write your answer in the space provided on your answer document.**

**Part C** Explain why all the products in this table are even numbers. **Write your answer in the space provided on your answer document.**

Part A It's 40

Part B

$$28 + 8 = 36$$

Part C

An even number times an odd number is equal to an even.

The response demonstrates a nearly complete understanding of the standard being tested. The student incorrectly answers Part A but provides a correct answer and explanation for Part B. For Part C, the student correctly identifies that the products are even because the product of an even and an odd number is even.

**MGSE3.OA.9**

**Response Score: 2**



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

**Products of  
Even and Odd Numbers**

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

**Part A** Write a rule for the pattern shown in the SHADED column of products: 10, 20, 30, 40.  
**Type your answer in the space provided.**

▼  
▲
 multiply by 2

**Part B** What will be the next number in the pattern shown in the second row of products: 4, 12, 20, 28? Explain how you found your answer. **Type your answer in the space provided.**

▼  
▲
 36 I added

**Part C** Explain why all the products in this table are even numbers. **Type your answer in the space provided.**

▼  
▲
 All the numbers are multiplied by at least one even number



## MATHEMATICS

The response demonstrates a partial understanding of the standard being tested. For Part A, the student does not provide a correct rule. For Part B, the student provides the next term correctly but provides an incomplete explanation. The student correctly identifies why all the products are even for Part C.

MGSE3.OA.9

Response Score: 2

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

**Products of  
Even and Odd Numbers**

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

**Part A** Write a rule for the pattern shown in the SHADED column of products: 10, 20, 30, 40. **Write your answer in the space provided on your answer document.**

**Part B** What will be the next number in the pattern shown in the second row of products: 4, 12, 20, 28? Explain how you found your answer. **Write your answer in the space provided on your answer document.**

**Part C** Explain why all the products in this table are even numbers. **Write your answer in the space provided on your answer document.**

Part A always add 10

Part B

1 multiplied  
 $4 \times 8 = 32$

Part C

I think they are all  
equal because you  
can add equal  
numbers to add up  
to the 6 in 36 and  
you can add up to 44

The response demonstrates a partial understanding of the standard being tested. The student correctly identifies the pattern for Part A. The student makes a computation error in Part B but provides an accurate explanation. The student incorrectly explains why all the products are even for Part C.

**MGSE3.OA.9**

**Response Score: 1**



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

**Products of  
Even and Odd Numbers**

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

**Part A** Write a rule for the pattern shown in the SHADED column of products: 10, 20, 30, 40.  
**Type your answer in the space provided.**

add ten

▼  
▲

**Part B** What will be the next number in the pattern shown in the second row of products: 4, 12, 20, 28? Explain how you found your answer. **Type your answer in the space provided.**

6, 18, 30, 42

▼  
▲

**Part C** Explain why all the products in this table are even numbers. **Type your answer in the space provided.**

▼  
▲

## MATHEMATICS

The response demonstrates a minimal understanding of the standard being tested. The student correctly identifies the pattern for Part A. The student incorrectly identifies the next number in the pattern for Part B and does not provide an explanation. The student does not address Part C.

MGSE3.OA.9

Response Score: 0



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

**Products of Even and Odd Numbers**

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

**Part A** Write a rule for the pattern shown in the SHADED column of products: 10, 20, 30, 40. **Type your answer in the space provided.**

The pattern going up is 40, 30, 20, 10 but then it goes down it is 10, 20, 30, 40

**Part B** What will be the next number in the pattern shown in the second row of products: 4, 12, 20, 28? Explain how you found your answer. **Type your answer in the space provided.**

The next pattern will be 10, 14, 20, 30, 40, 42, 50, 56

**Part C** Explain why all the products in this table are even numbers. **Type your answer in the space provided.**

They are even numbers because the first pattern was 10, 20, 30, 40

The response demonstrates little to no understanding of the standard being tested. The student does not provide a rule for the pattern for Part A. For Part B, the student does not identify the next number in the pattern or provide an explanation. The student does not provide a valid reasoning for Part C as to why the numbers are even.

