

Parent Signature: X \_\_\_\_\_

# Instructions

**This test is divided into three sections.**

**Here are some helpful hints for taking this practice test—or any test:**

- Make sure you understand the question fully before you answer it. How? Underline key words. Restate the question in your own words.
- Always refer to the text to find answers. It's a good idea to go back and reread parts of the text to answer a question.
- When you finish, check all of your answers. You may find a mistake that you can correct.
- Most important, relax! Some people get nervous before a test. That's normal. Just do your best.

## SECTION 1: INFORMATIONAL TEXT

**DIRECTIONS:** Read the article below. Then answer the questions on page 2.

# Spying on Alligators

- 1 Alligators are a familiar sight in many parts of Florida. Thousands of them live in the rivers and swamps there. But until recently, scientists didn't know much about the daily lives of the toothy beasts. They had no idea what the giant reptiles were up to when they disappeared below the surface of the water.
- 2 They now know a lot about that. And that's thanks to video cameras called Crittercams. Scientists strapped them onto 15 different alligators. The cameras recorded their every movement in the wild.

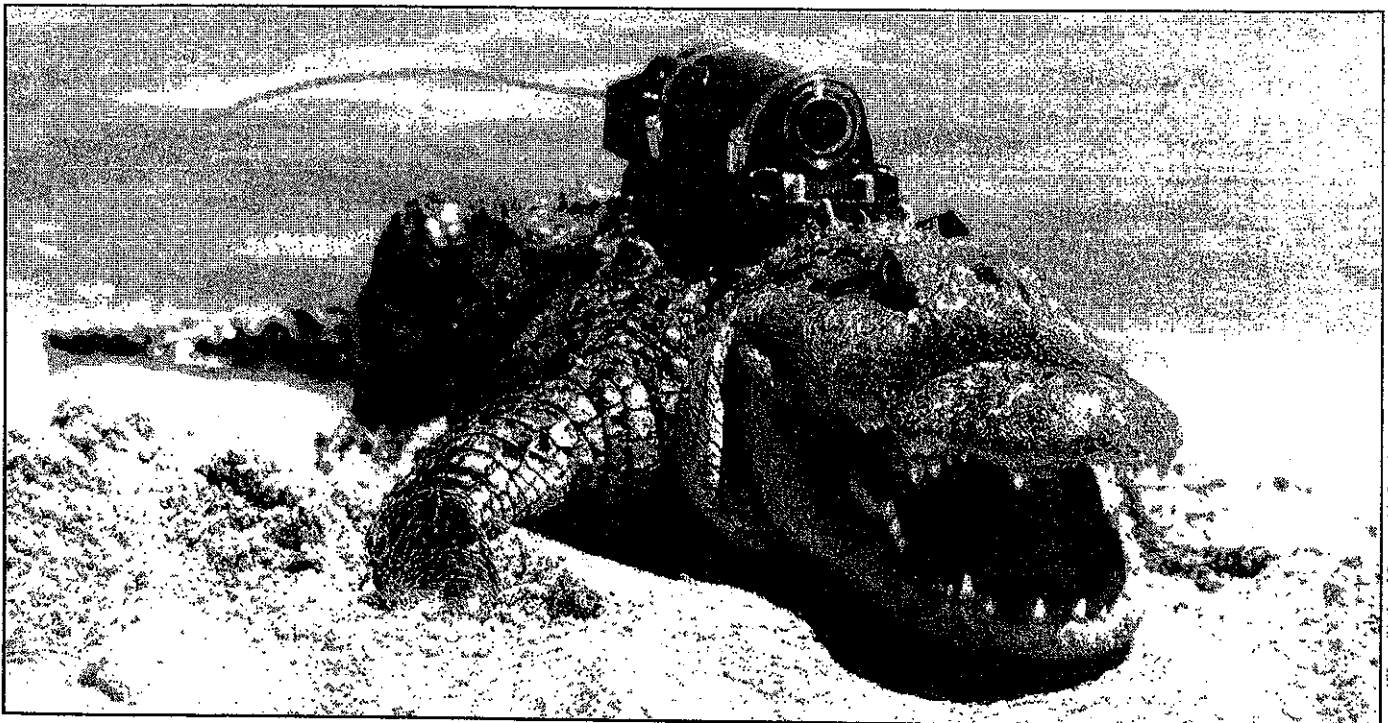
### Secrets of Survival

- 3 The videos revealed surprising facts about the alligators. For example, it turns out they hunt a lot more often than scientists had thought.

- 4 "They're trying to capture something once every two hours," scientist James Nifong says.

He also observed the alligators eating. They gobbled up twice as many meals at the bottom of the water as they did near the surface. Small animals that spend a lot of time at the bottom, like crayfish and turtles, are their main prey.

- 5 Nifong says it's important to learn as much as we can about the creatures we share the planet with. He also thinks we should try to understand the challenges they face.
- 6 "Seeing the world just as an animal does lets us know what its needs are," says Nifong. "That can help us better protect the species and its habitat."



## SECTION 1: INFORMATIONAL TEXT

### 1. What is the main idea of the article?

- Ⓐ Alligators live in places that are hard for humans to reach.
- Ⓑ Crittercams helped scientists learn more about alligators.
- Ⓒ People should help protect alligators and their habitats.
- Ⓓ Scientists know everything there is to know about alligators.

### 2. In paragraph 1, what is the meaning of the word *familiar*?

- Ⓐ extremely dangerous
- Ⓑ very close
- Ⓒ surprising
- Ⓓ common

### 3. Which question did the Crittercam help scientists answer?

- Ⓐ Where do alligators live?
- Ⓑ How often do alligators hunt?
- Ⓒ Why do alligators eat small animals at the bottom of the water?
- Ⓓ How many alligators live in Florida?

### 4. What did scientists learn about alligators' eating habits?

- Ⓐ Alligators eat only crayfish and turtles.
- Ⓑ Alligators don't hunt as often as scientists had thought.
- Ⓒ Alligators prefer to hunt near the bottom of the water.
- Ⓓ Alligators eat only when they're out of the water.

### 5. Read the sentences below from paragraph 2 of the article.

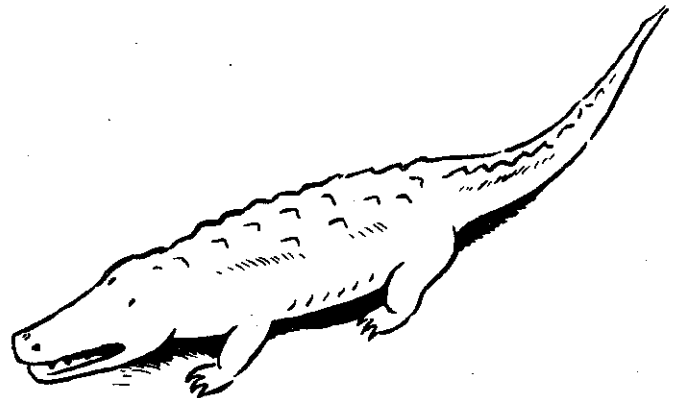
Scientists strapped them onto 15 different alligators. The cameras recorded their every movement in the wild.

### How are these sentences connected?

- Ⓐ The sentences compare two different methods of studying alligators.
- Ⓑ The second sentence defines the word *strapped* from the first sentence.
- Ⓒ The second sentence gives the cause of the first sentence.
- Ⓓ The sentences describe the order of two events in the Crittercam study.

### 6. Why does the author most likely use the subheading "Secrets of Survival" to describe alligator behaviors?

- Ⓐ because scientists don't want to let other people know what they found out about alligators
- Ⓑ because alligators hunt their prey by sneaking up on them with a surprise attack
- Ⓒ because some alligator behaviors are often hidden from view
- Ⓓ because scientists were unable to learn anything about how alligators stay alive



## SECTION 1: INFORMATIONAL TEXT

**DIRECTIONS:** Read the article below. Then answer the questions on page 4.

# Animal Trackers

1 Each spring, Monarch butterflies are on the move. They migrate north to lay eggs. Scientists put stickers on the butterflies' wings to follow their migration. The stickers help the experts locate the butterflies when their migration is over. But stickers aren't the only things scientists use to track animals. They also use high-tech tools to find out where animals go.

### Going the Distance

2 In 2010, scientists used electronic tags to track seabirds in the Pacific Ocean. The birds, called Arctic terns, wore the tags around their legs.

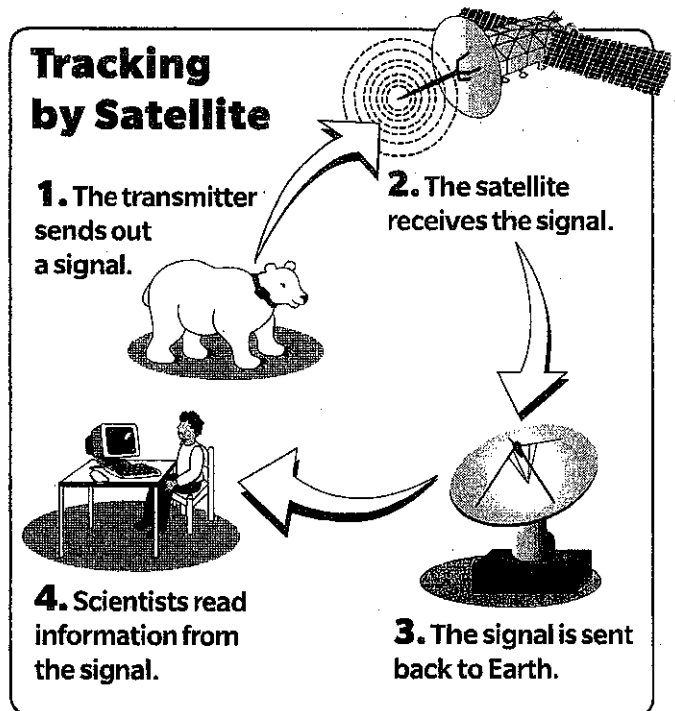
3 The Arctic tern's migration turned out to be the longest one ever tracked. These birds travel 44,000 miles a year. That's almost like circling Earth two times!

### Follow That Fly!

4 Scientists have also tracked green darner dragonflies with tags. They attached tiny radio tags to 14 of the insects. Radio tags send signals that can be picked up by a device in a small plane or a car. Experts followed the dragonflies along the east coast of the United States by following signals from the tags.

### Eye in the Sky

5 Larger animals, like polar bears and sea turtles, are tracked from outer space! The animals wear special devices, called transmitters. A satellite (a spacecraft that



circles Earth) picks up signals from the transmitters. Then the satellite sends the signals back to scientists on Earth (see *diagram*). The signals tell the scientists exactly where those animals are located.

### Helping Habitats

6 Tracking animal migrations is an important way to understand and protect species. Knowing where and when an animal migrates, and the routes it takes, helps people protect those areas for the animals.

7 “Many animals and their habitats are threatened (in danger),” says scientist Glen Schuster. “These new tools help us learn more about these animals and could help them to survive.”

## SECTION 1: INFORMATIONAL TEXT

7. The following chart shows the main idea and a key detail from the article. Complete the chart with three other details that support the main idea.

<b>Main Idea:</b>			
<u>Scientists track animal migrations using different devices.</u>			
Key Detail 1:	Key Detail 2:	Key Detail 3:	Key Detail 4:
<u>Scientists track Monarch butterflies by putting stickers on their wings.</u>			

### 8. PART A

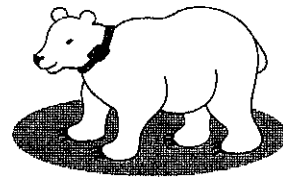
What is the purpose of the transmitters described in paragraph 5?

- Ⓐ They help satellites circle Earth.
- Ⓑ They send signals that help scientists track large animals.
- Ⓒ They send signals to small planes and cars.
- Ⓓ They record sounds made by polar bears.

### PART B

Which text feature best supports the answer to Part A?

- Ⓐ the subheading "Helping Habitats"
- Ⓑ the title "Animal Trackers"
- Ⓒ the diagram "Tracking by Satellite"
- Ⓓ the subheading "Follow That Fly!"



9. How is the last section of the article—"Helping Habitats"—different from the other sections?
- Ⓐ The other sections give causes for animal migrations, and the last section gives the effects.
  - Ⓑ The other sections give examples of how different animals are tracked, and the last section explains why these efforts are important.
  - Ⓒ The other sections tell how scientists track animals, and the last section teaches readers how they can do the same.
  - Ⓓ The other sections focus on butterflies, and the last section is mostly about polar bears.

## SECTION 2: PERFORMANCE TASK

**DIRECTIONS:** Refer to the articles “Spying on Alligators” on page 1 and “Animal Trackers” on page 3 to complete the following task.

10. Write an article for your school newspaper that describes how scientists use technology to help animals. In your article, give examples of different technologies used by scientists and explain:

- what the technology is
- how it works
- how it helps animals

Remember to include an introduction and a conclusion. Use information from both articles.

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## **SECTION 2: PERFORMANCE TASK**

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## SECTION 3: LANGUAGE

**DIRECTIONS:** This section contains questions about grammar and punctuation. Read each question and choose the best response.

**11. Choose the sentence that contains a spelling error.**

- Ⓐ Bats are the only mammals that can fly.
- Ⓑ Many poeple are afraid of spiders.
- Ⓒ Millions of wild animals are kept as pets in the United States.
- Ⓓ More than 350 types of sharks swim in the world's oceans.

**12. The sentence below is missing a comma.**

**Circle the word that should be followed by a comma.**

The new student has spiky hair cool glasses, and an interesting name.

**13. Which sentence uses quotation marks correctly?**

- Ⓐ "This pudding tastes great," said Hamdi.
- Ⓑ "This pudding tastes great said Hamdi."
- Ⓒ This pudding tastes great, "said" Hamdi.
- Ⓓ This pudding tastes great, said "Hamdi."

**14. Read the sentence below.**

Brandon eats a bowl of oatmeal almost every morning.

**What is the role of the underlined word?**

- Ⓐ It tells who eats oatmeal.
- Ⓑ It tells when Brandon eats oatmeal.
- Ⓒ It tells what Brandon eats for breakfast.
- Ⓓ It tells how much oatmeal Brandon eats.

**15. Which sentence is written correctly?**

- Ⓐ My dad's jacket is blue.
- Ⓑ My dads' jacket is blue.
- Ⓒ My dads jacket is blue.
- Ⓓ My dad jacket is blue.

**16. Which sentence does NOT use correct grammar?**

- Ⓐ Casey and Greg grew up in the same town.
- Ⓑ Casey and Greg both have pets.
- Ⓒ Casey loves Chinese food.
- Ⓓ Greg like to play board games.



## SCIENCE DEPTH OF KNOWLEDGE EXAMPLE ITEMS

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

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

### Example Item 1

**DOK Level 1:**

**Science Grade 3 Content Domain:** Life Science

**Standard:** S3L1. Students will investigate the habitats of different organisms and the dependence of organisms on their habitat. a. Differentiate between habitats of Georgia (mountains, marsh/swamp, coast, Piedmont, Atlantic Ocean) and the organisms that live there.

**A pine tree has needle-like leaves that help it survive cold winters and save water during warm summers.**

**In which two habitats are pine trees usually found in Georgia?**

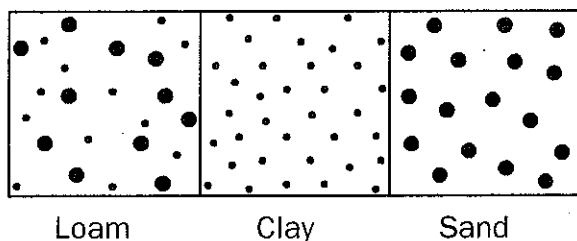
- A. marshes and swamps
- B. Piedmont and the ocean
- C. coastal plains and marshes
- D. Piedmont and the mountains

**Correct Answer:** D

**Explanation of Correct Answer:** The correct answer is choice (D) Piedmont and the mountains. The Piedmont is a region of rolling hills that lead up to the mountains in the north of the state. In these regions, winters are typically cold and summers are typically dry, so pine trees are well suited to survive there. Choices (A) and (C) are incorrect because marshes, which are typically warm and wet, are less well suited to support pine trees. Choice (B) is incorrect because pine trees grow on land, not in the ocean.

**Example Item 2****DOK Level 1:****Science Grade 3 Content Domain:** Earth Science**Standard:** S3E1. Students will investigate the physical attributes of rocks and soils.

c. Use observation to compare the similarities and differences of texture, particle size, and color in top soils (such as clay, loam or potting soil, and sand).

**A student's drawing shows three different types of soil.****Which statement BEST describes a difference between the types of soil?**

- A. Particles in clay are smaller than particles in loam and sand.
- B. Particles in loam are lighter in color, and particles in clay are darker in color.
- C. Particles in loam are the same size, but particles in sand are different sizes.
- D. Particles in sand have a smooth texture, and particles in clay have a rough texture.

**Correct Answer:** A

**Explanation of Correct Answer:** The correct answer is choice (A) Particles of clay are smaller than particles of loam and sand. The student's drawing shows the relative sizes of the particles that make up each type of soil. Clay has the smallest particles and sand has the largest particles; loam contains a mixture of large and small particles. Choice (B) is incorrect because the composition of a soil, not the size of the particles, determines the soil's color. Choice (C) is incorrect because particles in loam are different sizes while the particles in sand are the same size. Choice (D) is incorrect because particles in sand typically have coarse textures, while particles in clay typically have sticky textures.

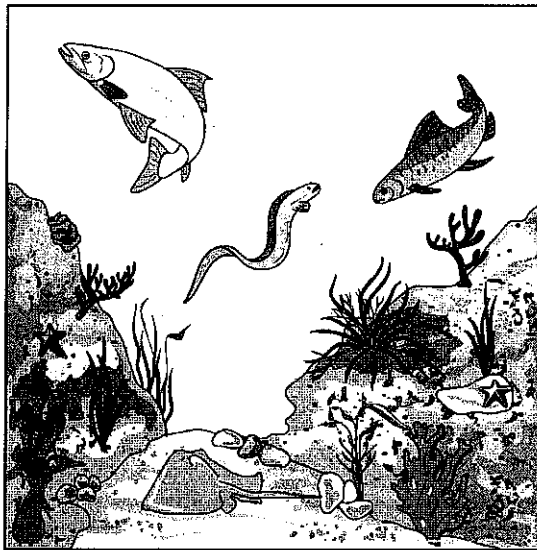
**Example Item 3**

**DOK Level 2:**

**Science Grade 3 Content Domain: Life Science**

**Standard:** S3L1. Students will investigate the habitats of different organisms and the dependence of organisms on their habitat. a. Differentiate between habitats of Georgia (mountains, marsh/swamp, coast, Piedmont, Atlantic Ocean) and the organisms that live there.

**A student made a poster to show the habitat he learned about in class.**



**Which habitat is shown in the student's poster?**

- A. ocean
- B. marsh
- C. Piedmont
- D. Coastal Plain

**Correct Answer: A**

**Explanation of Correct Answer:** The correct answer is choice (A) ocean. The student's poster shows plants and animals that live in the underwater environment of the ocean. Choices (B), (C), and (D) are incorrect because marshes, the Piedmont region, and the Coastal Plain are primarily land environments; though each region does contain underwater habitats, none supports the particular organisms shown in the student's poster.

**Example Item 4****DOK Level 2:****Science Grade 3 Content Domain:** Earth Science

**Standard:** S3E1. Students will investigate the physical attributes of rocks and soils.  
b. Recognize the physical attributes of rocks and minerals using observation (shape, color, texture), measurement, and simple tests (hardness).

Mohs' Scale	Mineral
1	Talc
2	Gypsum
3	Calcite
4	Fluorite
5	Apatite
6	Feldspar
7	Quartz
8	Topaz
9	Corundum
10	Diamond

A student is asked to identify a mineral with these characteristics:

1. It can scratch fluorite and calcite.
2. It will not scratch diamond.
3. It is softer than topaz.
4. It is harder than feldspar and apatite.

Which mineral fits the description?

- A. talc
- B. quartz
- C. gypsum
- D. corundum

**Correct Answer:** B

**Explanation of Correct Answer:** The correct answer is choice (B) quartz. On the Mohs' Scale, softer minerals have lower numbers, and harder minerals have higher numbers. Quartz has a higher number than fluorite, calcite, feldspar, and apatite; therefore, quartz is harder than these minerals and can scratch them. Quartz has a lower number than diamond and topaz; therefore, quartz is softer than these minerals and cannot scratch them. Choice (A) is incorrect because talc has the lowest number; it is the softest mineral. Choice (C) is incorrect because gypsum is harder than talc only. Choice (D) is incorrect because corundum is harder than topaz.

### Example Item 5

**DOK Level 3:**

**Science Grade 3 Content Domain:** Earth Science

**Standard:** S3E1. Students will investigate the physical attributes of rocks and soils. d. Determine how water and wind can change rocks and soil over time using observation and research.

**A student saw sharp rocks on his way to a stream, and saw smooth rocks in the stream. Why were the rocks in the stream smoother?**

- A. because wind wears down rocks
- B. because moving water wears down rocks
- C. because wind breaks rocks into smaller pieces
- D. because moving water breaks rock into smaller pieces

**Correct Answer:** B

**Explanation of Correct Answer:** The correct answer is choice (B) Moving water wears down rocks. The rocks in the stream were likely once sharp like the rocks outside the stream. Over time, however, the water in the stream smoothed the rocks as it flowed over them. Choices (A) and (C) are incorrect because wind would not affect rocks that are underwater. Choice (D) is incorrect because rocks do not typically become smoother when they are broken into smaller pieces.

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## SCIENCE ADDITIONAL SAMPLE ITEMS

This section has two parts. The first part is a set of 10 sample items for the Science portion of the EOG assessment. The second part contains a table that shows for each item the standard assessed, the DOK level, the correct answer (key), and a rationale/explanation about the key and distractors. The sample items can be utilized as a mini-test to familiarize students with the item formats found on the assessment.

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

**Item 1**

**Why do scientists use models to learn how fossils are formed?**

- A. Plants turn into fossils as soon as they die.
- B. Animal fossils are valuable and hard to find.
- C. Fossils are so small that they are hard to see.
- D. Fossils are formed slowly over a long period of time.

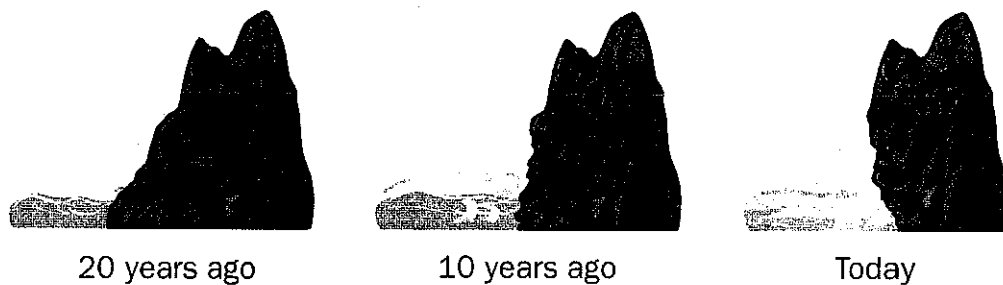
**Item 2**

**A student is experimenting with objects in his house to find those that are attracted to a magnet. It was found that the magnet was attracted to the door of a refrigerator because**

- A. The door is made of a material that contains iron or steel.
- B. The door is made of a material that contains aluminum.
- C. The door is covered with something sticky.
- D. The door is covered with paint containing copper.

**Item 3**

**A scientist observed the following changes in these seaside cliffs over a period of twenty years.**



**How can the scientist BEST explain the changes?**

- A. erosion by wind
- B. erosion by waves
- C. increase in sea level
- D. increase in sea temperature

**Item 4**

A student places equal amounts of water in four containers made of different materials. She places the containers in the Sun and records the temperatures of the water after one hour.

In which type of container will the water have the highest temperature?

- A. copper
- B. glass
- C. plastic
- D. wood

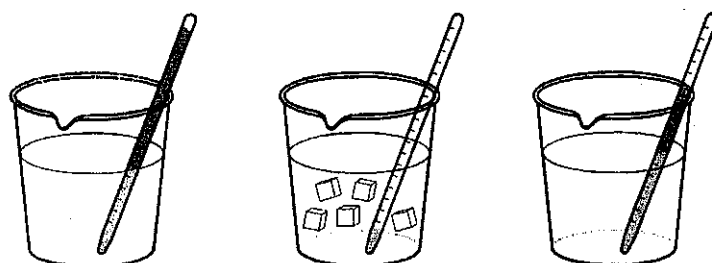
**Item 5**

Which pair of features would **MOST** help an animal to live in the ocean?

- A. thick skin and lungs
- B. sharp teeth and claws
- C. fins and long, slender body
- D. long legs and sharp, clawed feet

**Item 6**

The thermometers in the picture show the temperature of the water in each cup.



Beaker 1

Beaker 2

Beaker 3

Which of these shows the temperatures in order from cold to hot?

- A. 1, 2, 3
- B. 3, 2, 1
- C. 1, 3, 2
- D. 2, 3, 1



**Item 7**

**Harmful chemicals from a farm wash into a nearby river when it rains. The river flows through a forested area.**

**If chemicals from the farm keep washing into the river, what will MOST LIKELY happen to the forested area over time?**

- A. The forested area will support fewer animals.
- B. The forested area will grow larger plants.
- C. The forested area will clean the water naturally.
- D. The forested area will support more trees.

**Item 8**

**Which of these would be LEAST helpful when trying to identify a mineral?**

- A. color
- B. hardness
- C. mass
- D. streak

**Item 9**

**Ben reads in a newspaper that scientists found a crocodile fossil that is much bigger than crocodiles living today.**

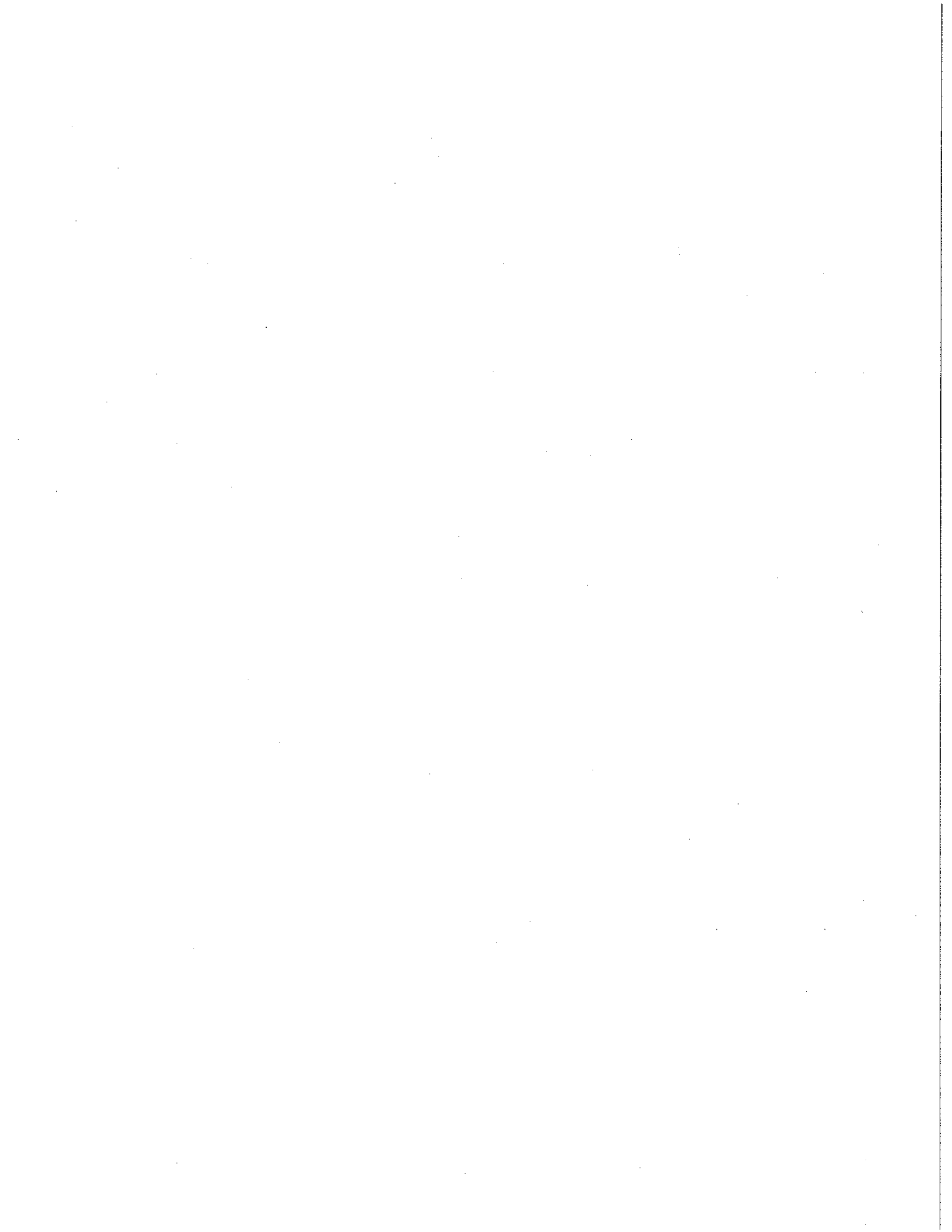
**Based on this information, which statement is MOST LIKELY true?**

- A. Crocodiles lived longer in the past.
- B. Small crocodiles cannot become fossils.
- C. Crocodiles were once larger than they are today.
- D. Crocodile bones get bigger when they turn into fossils.

**Item 10**

**Which characteristic is MOST needed for a tree to survive in dry areas?**

- A. tall trunk
- B. long roots
- C. wide leaves
- D. many branches



## Look Who's Talking!



sxc.hu

*Each African elephant has a one-of-a-kind voice, say scientists.*

### Why are scientists tuning in to elephant chats?

Many people have heard the loud trumpet sounds that elephants make. But did you know that elephants make a lot of other noises that humans can't hear?

Scientists have recently learned that each elephant has a unique voice. **Unique** means "one of a kind." Scientist Anne Savage told *Weekly Reader*, "Each person's voice is different. It's the same for elephants."

The scientists listened to the secret language of African elephants at Disney's Animal Kingdom in Florida. To hear the elephants, they used special equipment. Each elephant wore a radio collar fitted with a microphone. Then the sound was recorded and studied using a computer.

### Saving African Elephants

African elephants are **endangered**, or at risk of dying out. In the past, people have hunted the elephants for their ivory tusks. Today that practice is not allowed in most African countries. However, some people ignore the laws and still hunt elephants. The huge animals are

Reading Passage

also endangered because people build homes and farms in areas where elephants live.

**Did You Know?**

African elephants are the largest living land animals. The average male weighs more than four cars!

An African elephant never sweats. Heat escapes through its large ears to keep the animal cool.

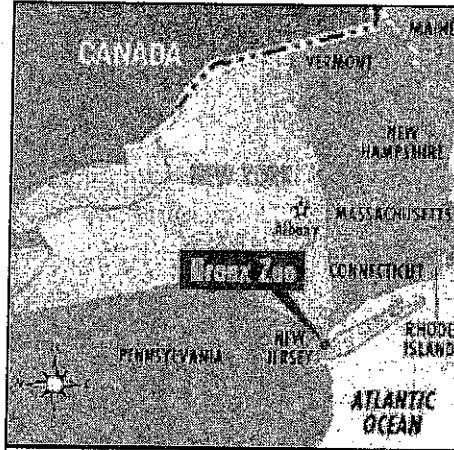
African elephants like to take baths every day. Then, they cover themselves in dirt to keep insects away.

The work scientists are doing at Animal Kingdom may help African elephants in the wild. "If we can tell individual voices apart, we can keep track of each elephant over time," says Savage. "We can tell when elephants are feeling nervous by the voices they are using. In the wild, that would help us know if they are in danger, so we can help them."

## Head Count

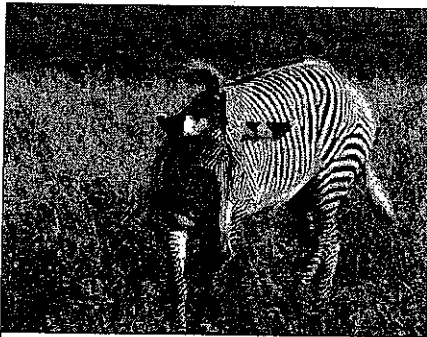
As the tallest animals in the world, giraffes have a great view of the zoo. Scientists recently had an even better view--from 280 miles above Earth! Animals at the Bronx Zoo in New York City were tracked from outer space with a **satellite**. A satellite is a spacecraft that orbits a planet or moon.

The satellite took images of different **species**<sup>1</sup> of zoo animals and sent the images back to Earth. These pictures showed many groups of plants or animals that are alike in certain ways. Scientists studied the images to see how well the satellite could spot different species.



Leigh Haeger

*The Bronx Zoo is located in New York City.*



*Grevy's zebra is an endangered species.*

So far, scientists are pleased with the results. They hope to use the satellite to track **endangered** animals in faraway places in the wild. Endangered animals are at risk of becoming extinct, or dying out completely. Currently, people track animals either by foot or by airplane. Scientists think that using a satellite to track animals will be both easier and cheaper.

<sup>1</sup> **species:** a category of living things that is made up of related individuals

**Future Plans**

"Taking a count is the first step in finding out if a species is in danger of extinction," scientist Scott Bergen told *Weekly Reader*. Along with counting endangered animals, scientists want to learn where they migrate. When animals migrate, they move from one place to another. Why do scientists want to learn where animals migrate? "[We want to know where to] create national parks and other protected areas for endangered animals," said Bergen.

...s talking!" to answer the following questions:

1. What have scientists learned about elephants' voices?

2. How can scientists use their knowledge about elephants' voices to help elephants in the wild?

Lined writing area with 20 horizontal lines for student responses.







