

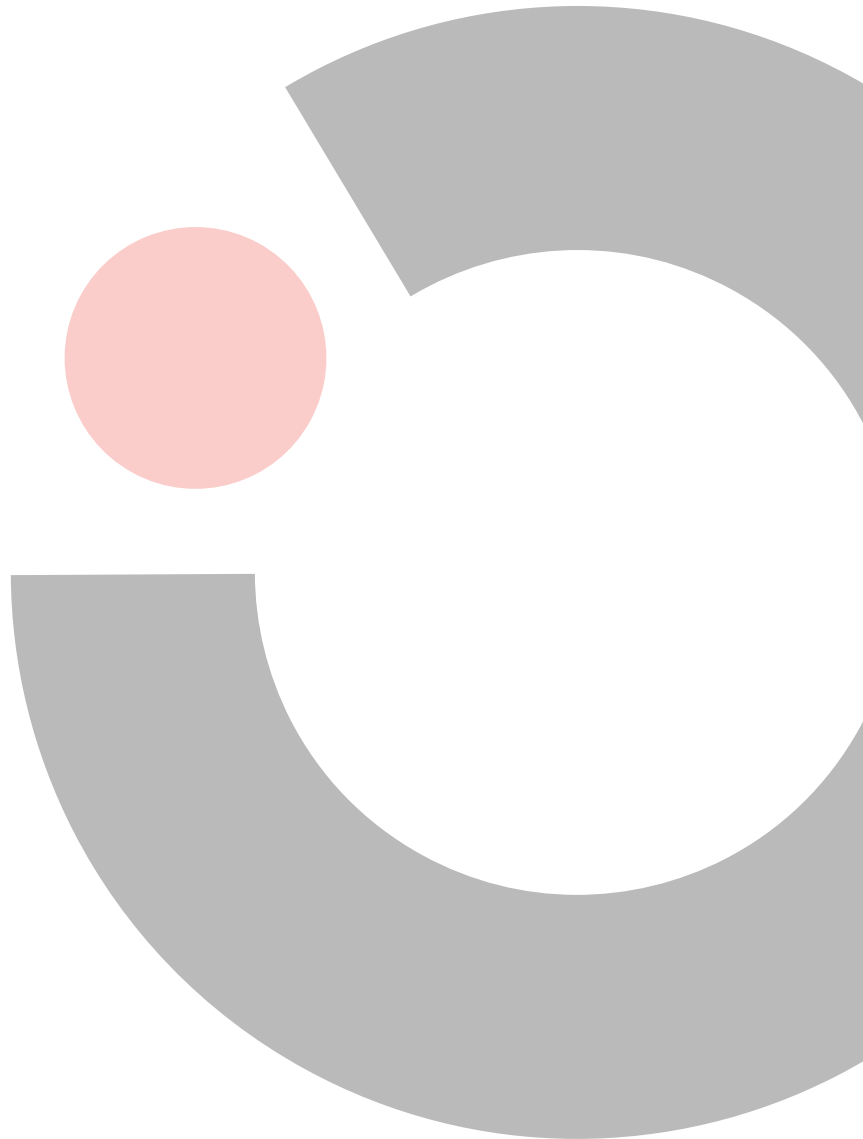


# Item Sampler

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Grade 3

Cognia  
Interim  
Assessments



# Item Development Overview

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Cognia™ uses Evidence-Centered Design (ECD), a principled design approach, to develop test and item specifications. ECD provides a conceptual framework for the design, development, and implementation of assessments that elicit evidence to support valid inferences about what students know and can do.

## Item, Task, and Stimulus Specifications

Cognia item and task specifications describe in detail how each standard or cluster of standards is measured. Item and task specifications:

- Identify a targeted cluster of standards
- Define the content limits of the cluster of standards (what can and cannot be included in items assessing that cluster)
- Detail allowable vocabulary to be used in items measuring the standards
- Provide item or task models to outline item types that are appropriate for the targeted standards
- Include sample items

Stimulus specifications provide guidelines for:

- Passage selection
- Development of graphic stimuli to support passages and items

Further, for mathematics, Cognia content experts created detailed item specifications and “focus points” for each practice, breaking each practice into two or three discrete focus points. Cognia Interim Assessments mathematics items address a range of practice focus points.

## Item Development Process

Approximately 8800 new items have been developed for these assessments. Drafted items are internally reviewed by content specialists and professional editors for:

- Alignment to standards and item specifications
- Technical quality (accuracy of right answers, usefulness of wrong answer choices, and accuracy and alignment of rubrics to the demands of the items)
- Consistency with universal design (UD) principles
- Avoidance of bias or sensitivity issues; including consideration of global use
- Appropriateness of vocabulary level, item contexts, and reading level

## Reviews for Content, Bias, and Sensitivity

All new items are reviewed by educator committees before being selected for field testing. Educators and other expert stakeholders from around the world participate in the review committees. Close to 130 professionals took part in more than 20 content reviews, and more than 85 participated in bias and sensitivity reviews. The international review committee included members from China, Colombia, Egypt, India, Saudi Arabia, and the United States.

**For more information, see the [Cognia Interim Assessments Overview](#)**

## Directions

Today you will take a test in mathematics. For this test, you will answer selected-response questions. Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best. If you are not sure of the answer to a question, you should still try to answer it.

**You may NOT use a calculator to answer the questions in this section.**

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*Use the problem below to answer questions 1 and 2.*

Mr. Curry planted 9 rows of pine trees. There were 8 pine trees in each row. He planted 2 bushes at the ends of each row of pine trees. Mr. Curry also planted 10 maple trees. How many trees in all did Mr. Curry plant?

### Alignment

Concepts and Procedures Standard: **03.OA.01.03**

Mathematical Processes Standard: **1**

Key: **C**

1. What information is **not** needed to solve the problem?
  - A the number of rows of pine trees
  - B the number of pine trees in each row
  - C the number of bushes
  - D the number of maple trees

**Alignment**

Concepts and Procedures Standard: **03.OA.01.03**

Mathematical Processes Standard: **1**

Key: **B**

2. Mangok used this equation to find the number of pine trees Mr. Curry planted.

$$9 \times 8 = \square$$

Which equation can Mangok use to check his work?

**A**  $\square = 9 + 8$

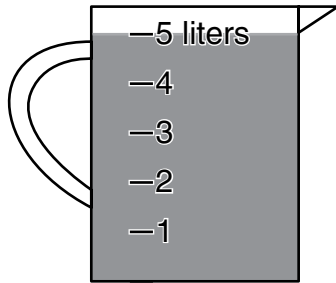
**B**  $\square \div 8 = 9$

**C**  $\square - 9 = 8$

**D**  $\square \times 8 = 9$

**Alignment**Concepts and Procedures Standard: **03.MD.01.02**Mathematical Processes Standard: **4**Key: **A**

3. Alex brought this amount of punch to the class party.



Alex's classmates drank 3 liters of punch at the party.  
How many liters of punch were left after the party?

- A** 2 liters
- B** 3 liters
- C** 5 liters
- D** 8 liters

**Alignment**Concepts and Procedures Standard: **03.OA.02.05**Mathematical Processes Standard: **7**Key: **B**

4. Which expression shows another way to find  $4 \times 3 \times 2$ ?

- A  $4 \times 5$
- B  $12 \times 2$
- C  $7 \times 2$
- D  $12 \times 5$

**Alignment**Concepts and Procedures Standard: **03.NF.01.03.d**Mathematical Processes Standard: **7**Key: **D**

5. Which fraction makes this number sentence true?

$$\frac{2}{4} < \square$$

- A  $\frac{2}{8}$
- B  $\frac{1}{4}$
- C  $\frac{2}{6}$
- D  $\frac{3}{4}$

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**You MAY use a calculator to answer the questions in this section.**

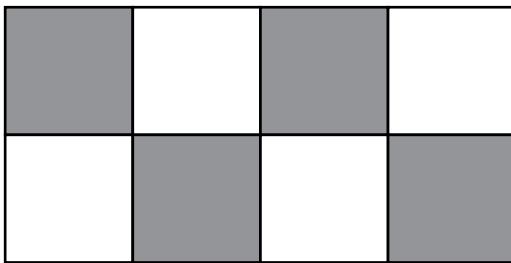
### Alignment

Concepts and Procedures Standard: **03.NF.01.01**

Mathematical Processes Standard: **4**

Key: **B**

6. Rachel used eight squares of equal size to make this pattern.



What fraction of the pattern is shaded?

- A  $\frac{1}{8}$
- B  $\frac{4}{8}$
- C  $\frac{4}{4}$
- D  $\frac{8}{4}$

**Alignment**

Concepts and Procedures Standard: **03.MD.04.08**

Mathematical Processes Standard: **1**

Key: **D**

7. What is the perimeter of a hexagon with all its side lengths 7 centimeters?
- A 21 centimeters
  - B 28 centimeters
  - C 35 centimeters
  - D 42 centimeters



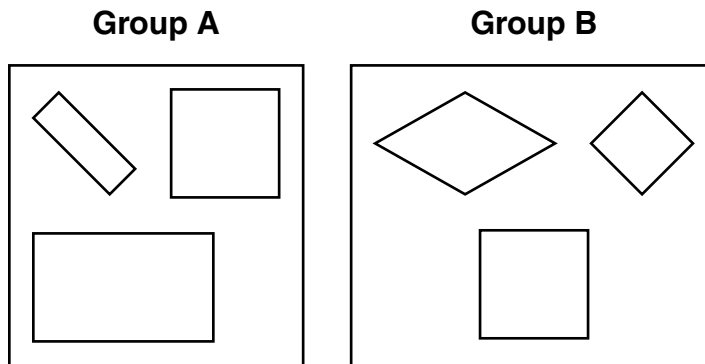
## Alignment

Concepts and Procedures Standard: **03.G.01.01**

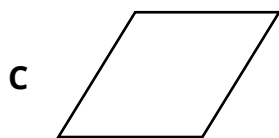
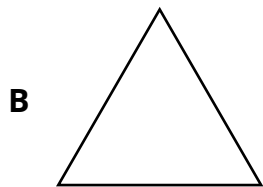
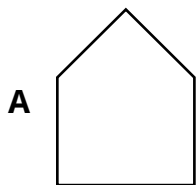
Mathematical Processes Standard: **7**

Key: **C**

8. Lisa sorts some shapes into two groups.



Which shape could be placed with Group B but **not** with Group A?



**Alignment**

Concepts and Procedures Standard: **03.NBT.01.01**

Mathematical Processes Standard: **2**

Key: **D**

9. On Friday, students at a school sold 236 tickets to the school play. What is the total number of tickets sold rounded to **the nearest ten**?
- A 200
  - B 230
  - C 235
  - D 240

## Directions

Today you will take a test in reading. For this test, you will read a passage and then answer questions about the passage. Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best. If you are not sure of the answer to a question, you should still try to answer it.

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The questions that follow are based on the text and illustrations in the book *Corduroy* by Don Freeman.

### Alignment

Standard: **RL.03.07**

Key: **A**

1. What does Illustration 1 show about the department store?
  - A** Many different people shop there.
  - B** Toys are sold on the second floor.
  - C** There is furniture for people to buy.
  - D** Night watchmen keep shoppers safe.

### Alignment

Standard: **RL.03.01**

Key: **B**

2. Where does Corduroy believe he is when he sees all of the furniture on the second floor?
  - A** in a home
  - B** in a palace
  - C** with a friend
  - D** on a mountain

# Grade 3 | Reading

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## Alignment

Standard: **RL.03.03**

Key: **B, C**

*This question has two parts. Be sure to answer both parts of the question.*

**3.** Which word **best** describes how Lisa feels after she buys Corduroy?

- A** proud
- B** excited
- C** curious
- D** amazed

Which detail from the passage **best** supports the answer above?

- A** "Then one morning a little girl stopped and looked straight into Corduroy's bright eyes."
- B** "And she carried Corduroy home in her arms."
- C** "She ran all the way up four flights of stairs, into the family's apartment, and straight to her own room."
- D** "I know I've always wanted a home!"

# Grade 3 | Reading

## Alignment

Standard: **RL.03.04**

Key: **A**

4. Read this sentence from the passage.

The room was small, nothing like that enormous palace in the department store.

What is the meaning of the word enormous in this sentence?

- A** huge
- B** shiny
- C** crowded
- D** beautiful

## Alignment

Standard: **RL.03.03**

Key: **A**

5. Which fact suggests that Lisa is kind?
- A** She makes Corduroy feel at home.
  - B** She saves her money for the things she wants.
  - C** She has always wanted a toy bear like Corduroy.
  - D** She refuses to take a box from the saleslady.

# Grade 3 | Reading

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**Alignment**

Standard: **RL.03.02**

Key: **C**

6. Which sentence **best** tells what this passage is about?
- A A mother refuses to buy her little girl a toy bear.
  - B A little girl saves up her own money in order to buy a toy.
  - C A toy bear comes to life and has adventures in a store before a little girl takes him home.
  - D A night watchman in a store finds a toy bear and returns him to where he belongs.

## Directions

Today you will take a test in language usage. For this test, you will read a passage and answer questions. Some questions might ask about how to improve the passage. Other questions might ask you to correct errors in the passage. Some of the questions may look different from test questions you have seen before, and some may ask about material that is new to you, but it is important to do your best. If you are not sure of the answer to a question, you should still try to answer it.

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*Read the passage. Then answer the questions that follow.*

### The Bear and the Bat

- 1.** Bear was looking for breakfast and spotted her favorite snack: a fat green bug with purple wings. **2.** But just as she was about to jump for it—a tiny bat flew past her head and snatched the bug out of the air.
- 3.** “Hey!” said Bear. **4.** “That’s my favorite!”
- 5.** “Mine too,” said Bat. **6.** “But don’t worry; there are more. **7.** I will show you!”
- 8.** Okay, said Bear.
- 9.** And off they went. **10.** They had so much fun eating bugs and joking around, they decided to meet again the next day—and the next day, too. **11.** In fact, all summer long, every morning, Bat would fly out of her cave to find Bear, who always slept outside in the warm air. **12.** They would roam the woods together, hunting bugs and having fun.
- 13.** By the time summer turned into fall, they were great friends, so Bat was worried when she found Bear shivering one morning.
- 14.** “What’s wrong?” asked Bat.
- 15.** “Brrrrrr! **16.** I’m cold,” said Bear. **17.** “It’s getting colder. **18.** What will I do when winter comes?”
- 19.** “No problem!” said Bat. **20.** “My family’s cave is warm and cozy. **21.** Come stay with us. **22.** You’ll love it there.”
- 23.** “Excellent!” said Bear.
- 24.** That night, Bat brought Bear into the cave.
- 25.** Bear danced and yelled, “Wow! **26.** This cave is the best!”
- 27.** Bat was happy too, but she noticed that her family was unsure because Bear seemed wild and crazy.
- 28.** “Bear,” said Bat, “if you’re going to stay here all winter, you’ll have to be very quiet and still.”
- 29.** “Easy,” said Bear. **30.** “I’ll just sleep a lot.”
- 31.** And that is why, to this day, bears hibernate in winter.

“The Bear and the Bat” © 2015 by Cognia, Inc.

# Grade 3 | Language Usage

## Alignment

Standard: **W.03.03.a**

Key: **A**

1. Which words should be added to the beginning of sentence 1 to **most** clearly show the time of day the passage starts?
- A** Very early one summer morning,
  - B** Late one winter evening,
  - C** Before lunch one cloudy day,
  - D** After a short afternoon rainstorm,

## Alignment

Standard: **L.03.03.a**

Key: **D**

2. How should the underlined words in sentence 2 be changed to be the **most** exact?
- A** jump for it—*EWWW!*—a tiny bat
  - B** jump for it—*SPLAT!*—a tiny bat
  - C** jump for it—*YIPPEE!*—a tiny bat
  - D** jump for it—*WHOOOOSH!*—a tiny bat

## Alignment

Standard: **L.03.02.c**

Key: **C**

3. How should sentence 8 be changed?
- A** Okay, "said Bear."
  - B** "Okay, said Bear."
  - C** "Okay," said Bear.
  - D** "Okay said Bear."



# Grade 3 | Language Usage

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**Alignment**

Standard: **W.03.03.c**

Key: **C**

4. Which word should be added to the beginning of sentence 12 to show the order of events?
- A** Before
  - B** While
  - C** Then
  - D** Finally

**Alignment**

Standard: **L.03.02.e**

Key: **A**

5. How should the underlined word in sentence 13 be changed?
- A** NO CHANGE
  - B** shiverring
  - C** shiviring
  - D** shivvering

## Grade 3 | Language Usage

### Alignment

Standard: **W.03.03.b**

Key: **D, D**

*This question has two parts. Be sure to answer both parts of the question.*

**6.** How does Bat's family feel about Bear staying in the cave with them?

- A** sad
- B** friendly
- C** joyful
- D** uneasy

Which detail from the passage **best** supports the answer to the question above?

- A** "They had so much fun"
- B** "they were great friends"
- C** "Bat was worried"
- D** "Bear seemed wild and crazy"



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