

Midterm Exam Study Guide

2018-2019 School Year

Mr. Staker

MORE ABOUT THE TEST...

TYPES OF QUESTIONS

There are three types of questions on AIMS:

Multiple Choice

In these types of questions, you will be given four answer choices. You will need to choose the BEST answer of the four and mark the answer by filling in the matching bubble. These questions are on the Reading, Writing, and Math tests. They are worth one point each.

Short Answer

In these types of questions, you will be given space to write your own answer to the question. It may be a few words, a sentence, or a paragraph. You will need to show your work for the math questions. These types of questions are on the Reading, Writing, and Math tests and are worth 2 or 3 points each.

Extended Writing





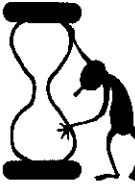
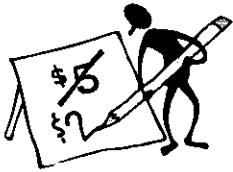

In this type of question, you will be asked to write a long (one to two pages) response to a writing task. For example, you may be asked to write a story, or tell about something you know. Your final copy will be scored using a six trait scoring guide, called a rubric. It will look for certain traits or qualities in your writing. These are ideas, organization, voice, word choice, sentence fluency, and conventions. This type of question is on the Writing test only. It is worth twelve points on the test.

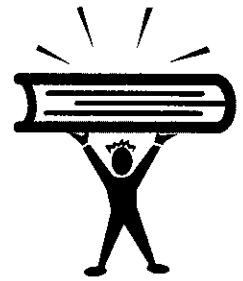
Tips when you are asked to write.....

- Be sure you understand the question.
- Answer the question as completely as you can.
- Explain your ideas clearly.
- Use your best handwriting.
- Read what you have written to be sure it says what you want it to say.

Test-taking Strategies

Here are some helpful hints for test taking. Read and talk about them with your teacher and parents. They can make a difference!

- **Be physically prepared.** Get plenty of rest the night before. On the day of the test, eat a healthy breakfast. 
- **Be mentally prepared.** Try to relax and do your best. It is not unusual to feel nervous about tests. The key is being well-prepared. Then you can view the test as an opportunity to truly show what you know and are able to do. 
- **Listen to directions** as the teacher explains them. **Ask** about any directions you do not understand. 
- **Read the directions carefully.** 
- **Look for key words** that will help you identify what the question is asking you to do.
- **Take your time** and work at your own pace. AIMS is not a timed test, but you do want to use your time well. 
- If you really get stuck on a problem, move on to the next question. Don't forget to go back to the ones you skipped! Sometimes you'll get a fresh idea about those problems after a short break.
- **Make educated guesses** if you are unsure of an answer. First eliminate choices that are obviously incorrect, then logically select from the remaining choices. 
- **Review your answers** when you are finished. **Re-read** written responses to check that they are clear. 



R

Just think how hard life would be if a person could not read! Street signs, maps, warning labels, food packages, newspapers, notes and letters, magazines, and books would

E

all be impossible to understand. That's why it is so important to become a good reader. How do you do that? By practicing the reading skills you are learning in school (they are listed on the next page in the Reading Standards), by reading often, and by thinking about and

A

talking about what you have read. If you think you are not a good reader yet, don't be discouraged! Keep working at it. Reading is a skill you will use all of your life. It opens the door to a world of new and exciting ideas. It helps us to learn. But most of all, reading is fun!

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About the Test

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The Reading test will have about six passages, both fiction, such as a story or a poem, and nonfiction, such as a map, a set of directions or an informational article. You will be asked to read each passage and then answer the questions about what you just read. Some of the questions

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are multiple choice, and some will ask you to write a short response, which may be a few words or a few sentences. There are about 40 questions on the Reading test and it should take about 1-2 hours to complete. It is NOT A

G

TIMED TEST which means your teacher will give you as much time as you need to complete the test. Take your time and do your best, but use your time well.

READING STANDARDS: FOUNDATIONS LEVEL

Students learn and effectively apply a variety of reading strategies for comprehending, interpreting, and evaluating a wide range of texts including fiction, nonfiction, classic, and contemporary works.

R.F1: Use phonetic skills to decode words

R.F2: Use word recognition and decoding strategies such as phonetic skills, context clues, picture clues, word order, prefixes and suffixes to comprehend written selections

R.F3: Use reading comprehension strategies such as drawing conclusions, summarizing, making predictions, identifying cause and effect, and differentiating fiction from nonfiction

R.F4: Identify facts and the main idea, sequence events, define and differentiate characters, and determine an author's purpose in a range of traditional and contemporary literature

R.F5: Analyze selections of fiction, nonfiction and poetry for their literary elements such as character, setting, plot, sequence of events and organization of text

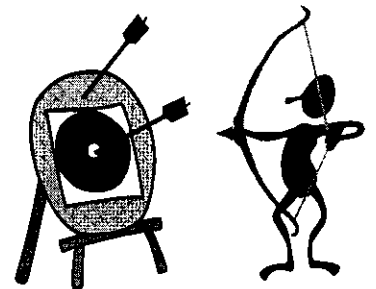
R.F6: Read and comprehend consumer information such as forms, newspaper ads, warning labels and safety pamphlets

R.F7: Follow a list of directions and evaluate those directions for clarity

R.F8: Recognize the historical and cultural perspectives of literary selections

HINTS FOR IMPROVING YOUR AIMS - READING

- You will be asked to read different types of fiction and nonfiction. Each reading will have a different purpose. Read each passage and the questions carefully.
- Try to get the "big picture" or overall point of the story, poem, or article. Pay attention to the important details that support the main idea.
- Use the strategies you have learned to identify a word you may not know.
- In multiple choice questions, **choose the best response** to the question.
- In short answers, be sure to answer the **question** clearly and completely. **Think** about each question before you write. Organize your thoughts **before** you begin writing. Read what you have written to be sure it makes sense.
- **Manage your time** so that you won't feel rushed answering questions that ask for a written response. Again, this is not a timed test, but you do want to use your time well.



Sample Reading Article

Directions: Read the sample article and answer Reading questions 1-12.

The story below is from a book called *The Josefina Story Quilt*. The book is about a girl named Faith and her family who are moving to California in 1850. Josefina is Faith's pet hen. Faith's father did not want to bring Josefina on the family's wagon, but Faith promised that the hen would not cause any problems.

Trouble

At night the wagons made a circle around the animals. Women cooked the meals over campfire. Afterward, there was singing and banjo music. Faith let Josefina out for a stretch.

Suddenly, "WOOOOF!" A dog ran up to Josefina and barked fiercely at her. Josefina squawked and ran.

"Come back!" yelled Faith. But it was too late. Josefina was in the middle of the animals. Horses snorted and reared. Cows kicked and mooed. Oxen bellowed.

"That pesky hen!" Pa shouted and ran after her. "She almost started a stampede," Pa said angrily. "OUT SHE GOES!"

"Please Pa," begged Faith, "give her one more chance. It was the dog's fault."

"Faith is right," said Ma. "I saw the whole thing."

Pa put Josefina back in her cage. "Just one more chance," he said.

That night Faith whispered, "Josefina, please try to be good."

"Cluck!...Cluck!...Cluck!" said the hen. They understood one another as true friends do.



Sample Questions - Reading

Question 1 (assesses concept R.F4.PO1 - identify the main idea)

This story is **MAINLY** about

- A. cooking over a campfire
- B. riding a wagon train
- C. a girl and her pet hen
- D. a girl and her pet dog

Question 2 (assesses concept R.F4.PO2 - sequence a series of events from a reading selection)

Below are four events that take place in the story. Number them from 1 to 4 in the order in which they happen in the story.

- Faith asked Josefina to be good.
- Faith let Josefina out of her cage for a stretch.
- Pa was angry.
- The dog barked and the horses reared.

Question 3 (assesses concept R.F3.PO4 - identifies cause and effect relationships)

Why did Pa want to be rid of Josefina?

- A. Faith spent too much time with her.
- B. He thought she started trouble with the animals.
- C. She ate too much.
- D. She fought with the other hens.

Question 4 (assesses concept R.F3.PO3 - predict events, actions, and behaviors using prior knowledge and details)

The next time Josefina is out of the cage, Faith will **PROBABLY**

- A. leave her alone
- B. stay close by the hen
- C. call the animals
- D. call the dog

Question 5 (assesses concept R.F4.PO1 - identify relevant facts)

How did Faith's mother help her and Josefina?

- A. She caught the hen.
- B. She blamed the cow.
- C. She agreed it was the dog's fault.
- D. She agreed the hen had to go.

Question 6 (assesses concept R.F3.PO1 - draw conclusions based on the text)

How does Faith feel about her hen Josefina?

- A. She thinks she is a pest.
- B. She is angry with her.
- C. She is tired of her.
- D. She cares about her like a friend.

Question 7 (assesses concept R.F1.PO1 - decode words in context using beginning, middle and final letter/sound relationships)

Read the sentence and choose the letters that BEST complete the word.

Faith was a _eet girl.

- A. sw
- B. fl
- C. ch
- D. tr

Question 8 (assesses concept R.F1.PO1 - decode words in context using beginning, middle and final letter/sound relationships)

Read the sentence and choose the letter that BEST completes the word.

Josefina _ikes her friend.

- A. b
- B. m
- C. r
- D. l

Question 9 (assesses concept R.F2.PO1 - derive meaning using reading/decoding strategies)

Read the sentence below.

A dog ran up to Josefina and barked fiercely at her.

What word means the same as fiercely?

- A. loudly
- B. meanly
- C. nicely
- D. quietly

Question 10 (assesses concept R.F4.PO3 - compare characters)

Write TWO sentences that tell how Faith's actions and her mother's are alike.

1. _____

2. _____

Question 11 (assesses concept R.F3.PO2 - restate information)

Write THREE sentences that describe what THREE animals did.

1. _____

2. _____

3. _____

Question 12 (assesses concept R.F2.PO1 - derive meaning from a written selection using reading/decoding strategies)

Read the sentence below.

Pa shouted and ran after her.

A word that means the OPPOSITE of shouted is

- A. screamed
- B. yelled
- C. whispered
- D. crowded

Answer key is on page 49



W

Writing is a skill that is not only important but is also fun. It is a way to share our ideas with others. We will use this skill all of our lives. It takes



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practice and hard work to become a good writer. We need to look at our own writing as a reader does and be sure that our writing says what we want it to say. On the next page is a list of writing skills that you should know and be able to do by the end of your third grade year. Talk with your teacher and your parents to be sure you understand what they mean. And

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practice your writing - notes, lists, directions, invitations, letters, reports, and stories. That's the best way to become a better writer!

T

About the Test

I

Questions in AIMS - Writing will be multiple choice and short answer. You will also be asked to write one longer piece of writing (one to two pages), for example, a story. You will be given time to plan, draft, revise, edit, and write a final copy. AIMS is NOT A TIMED TEST, so your teacher will give you as much time as you need to finish the test. But you do need to use your time well!

N

The test has about 35 questions. There are sample questions on the next pages. There are also examples of student writing that help you see what this type of writing task will look like and what a strong and a weak response might be. This will help you understand the expectations for the writing part of this test.

G

WRITING STANDARDS: FOUNDATIONS LEVEL

Students effectively use written language for a variety of purposes and with a variety of audiences.

W.F1: Use the writing process, including generating topics, drafting, revising ideas and editing, to complete effectively a variety of writing tasks

W.F2: Use correct spelling, punctuation, capitalization, grammar and word usage, and good penmanship to complete effectively a variety of writing tasks

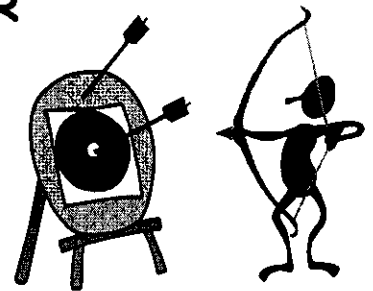
W.F3: Write a personal experience narrative or a creative story that has a beginning, middle, and end and uses descriptive words or phrases to develop ideas and advance the characters, plot, and setting

W.F4: Gather, organize, and accurately, clearly and sequentially report information gained from personal observations and experiences such as science experiments, field trips and classroom visitors

W.F5: Locate, acknowledge and use several sources to write an informational report in their own words

W.F6: Write well-organized communications, such as friendly letters, memos and invitations for a specific audience and with a clear purpose

HINTS FOR IMPROVING YOUR AIMS - WRITING



- Read each question carefully.
- Think about the question.
- In multiple choice, choose the BEST answer.
- When asked to write, be sure to think, write, and then read your work!
- When writing your longer writing task, be sure to use the steps in the writing process: take the time to plan, draft, revise, and edit.
- Use the writer's checklist-it will help you make improvements in your draft.
- Recopy your rough draft carefully into a final copy (only your final copy will be scored, not your rough draft).
- Read your final copy to be sure it says what you mean.
- Use your best handwriting.
- Take your time.

Sample Questions - Writing

Question 1 (assesses concept W.F6.PO1 - write letters, organizing content including necessary components of the selected format)

Use the friendly letter below to answer questions 1 and 2.

(1) _____
Dear Ann, Nicole and I are going to the movies on Saturday with my mom and dad. Can you come with us?
(2) _____
Kristin

Choose the correct answer for the blank (1) in the letter above.

- A. 345-8899
- B. Dear Martina,
- C. 102 Main Street
- D. January 23, 2001

Question 2 (assesses concept W.F6.PO2 - place commas correctly in components unique to letters, invitations, memos)

Choose the correct closing (2) for this friendly letter.

- A. Your friend.
- B. Your friend,
- C. Your friend:
- D. Your friend!

Question 3 (assesses concept W.F2.PO2 - punctuate endings of sentences)

Which sentence has the correct end punctuation?

- A. Have you read this book.
- B. Have you seen my dog,
- C. Are you going to the party!
- D. Is this your hat?

Question 4 (assesses concept W.F2.PO3 - capitalize sentence beginnings and proper nouns)

Which word needs a capital letter?

- A. school
- B. arizona
- C. cat
- D. love

Question 5 (assesses concept W.F2.PO4 - use standard age-appropriate grammar and usage)

Choose the word that best completes the sentence.

Sam was _____ to his teacher.

- A. listen
- B. listens
- C. listening
- D. listened

Question 6 (assesses concept W.F5.PO1 - use resources to write an informational report)

If you were going to write a report about sharks, which of these would be the most useful?

- A. a picture of a shark
- B. a book about sharks
- C. a visit to the zoo
- D. a video about animals

Question 7 (assesses concept W.F3.PO1 - write a story that has a beginning, middle and end)

Jake wrote this story about his visit to the circus. Write an ending sentence for his story.

I will never forget the first time I went to the circus. I was so excited! I saw dancing elephants and scary tigers. I saw a man walk on a high wire. The clowns were my favorite. They made everyone laugh with their silly tricks.

Question 8 (assesses concept W.F3.PO2 - write a narrative using sensory details)

Pretend you are going to write about your favorite food. Write **THREE WORDS** below that you could use to describe the way your favorite food looks, tastes and smells.

1. _____

2. _____

3. _____

Question 9 (assesses concept W.F2.PO4 - use standard grammar and usage)

Which of the following is a complete sentence?

- A. She walked home.
- B. Once upon a time!
- C. The long hot day,
- D. At the baseball game?

Question 10 (assesses concept W.F4.PO3 - report events sequentially)

Rene wrote a report about her bean seed experiment. Help her fill in the missing sentence in her report.

First, I soaked some bean seeds in water. Then, I filled a paper cup with soil. Next, I planted the bean seeds in the soil.

Finally, I watched them grow!

Question 11 (assesses concept W.F6.PO1 - organize content in friendly letters, memos, and invitations)

What information is NOT NEEDED in an invitation to a birthday party?

- A. where the party is
- B. when the party is
- C. who else is invited
- D. who is giving the party

Question 12 (assesses concept W.F2.PO3 - capitalize sentence beginnings and proper nouns)

In the sentence below, circle the letter below the word that needs a capital letter.

she likes to read books about space.
(a) (b) (c) (d)

Answer key is on page 50



HOW TO USE THE WRITING SAMPLES IN THIS SECTION

At the bottom of this page is an example of an extended (longer) writing task you will be given on the AIMS - Writing. On the next few pages are sample papers that third grade students wrote in response to this writing task, with the scores they were given. Follow the steps below to help you use these samples.

1. Be sure you understand the task: what is it the question is asking you to write about?
2. Read the papers these third graders wrote.
3. Think about the writing. Are the writer's ideas clear? Is the paper organized with a beginning, middle and end? Can you hear the writer's voice? Did the writer choose words carefully? Do the sentences make sense? Did the writer edit the paper carefully for mistakes?
4. Talk about these papers with your teacher and other students. What did you see in these papers that helped you understand the writer's message? Where does the paper need work?
5. Read the scores with your teacher or a parent to see if you understand and agree with the comments made about each score.
6. Write your own paper for practice.
7. Ask your teacher to score your paper (or score it yourself!) and pay attention to what you did well and what you can do to make your paper better.

Sample writing task:

Most people have at least one thing that means a lot to them. Think of something you have that you would like to keep forever. Tell about it so that your readers can picture it in their minds and understand why it is special.

STUDENT WRITING SAMPLE 1

Title: My Porcelain Doll

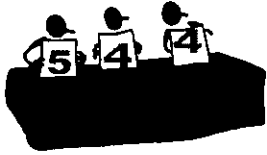
Write the final copy of your paper here.

My Porcelain doll

When it was my birthday and I was turning eight, I got a porcelain doll from my Grandma. I hope I get to keep it for my whole life. That is how special it is to me. It is a ballet dancer. Her hair is braided. She has roses in her headband.

Her skirt is pink. She has a rose on her white blouse. Her ballet shoes are pink. She has blue eyes. Her hair is blondish brown. Her lips are rosy pink. Her skin is whiteish peachish. She has beautiful pink bows on the edge of her sleeves. She makes beautiful music when you wind her up. She is the most beautiful thing I've ever had.

Please turn the page if you need more space.



SCORE SHEET FOR WRITING SAMPLE 1
Title: "My Porcelain Doll"

This sample is an ACCEPTABLE response.

Ideas and Content
6 5 <u>4</u> 3 2 1

Organization
6 5 <u>4</u> 3 2 1

Voice
6 5 <u>4</u> 3 2 1

Word Choice
6 5 <u>4</u> 3 2 1

Sentence Fluency
6 5 <u>4</u> 3 2 1

Conventions
6 5 4 <u>3</u> 2 1

NOTE: The underlined sentences are taken directly from the student scoring guide in Appendix B.

Ideas and Content: This paper scores a 4 in ideas. The writing is clear and sticks to the topic. The writer has chosen details that help explain the main idea. The writer explains what the doll looks like, but does not tell much about why it is special.

Organization: This paper scores a 4 in organization. The writing has a clear beginning, middle and end. Details fit where placed and help the reader understand the message.

Voice: This paper scores a 4 in voice. The writer speaks to the reader and the paper shows honesty and sincerity. I hope I get to keep it for my hole life. She is the most beautiful thing I've ever had.

Word Choice: This paper scores a 4 in word choice. The word choices work to make the message clear, but there is not much variety; the writer uses mostly color words. *Her skirt is pink...her white blows....her shoes are pink....her hair is blondish brown...her lips are rosie pink...she has blue eyes.*

Sentence Fluency: This paper scores a 4 in fluency. Sentences make sense and flow from one to the other. Although the writer does repeat the same sentence patterns, (*her hair...her lips...her shoes...her skirt...*) there is control of simple sentences and some control of more complex sentences.

Conventions: This paper scores a 3 in conventions. There are a variety of errors in spelling, capitalization, end punctuation.

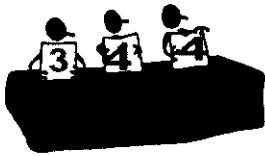
STUDENT WRITING SAMPLE 2

Title: "My Kitten"

Write the final copy of your paper here.

My Kitten

I own a kitten. She is black and white. She some times curls up in my lap and falls a sleep, some times when shes a sleep and I'm petting her she has a bad dream. She starts squirming and squirming. She wakes up and runs under my bed. She some times acts weird but she is usually very calm. When I pet her she purrs very very loud. She is usually nice but some times she bites, and starts kicking me. She can get very scared I usually sit by her in front of the heater. She attack my dog, its very funny! I like her very much!



SCORE SHEET FOR WRITING SAMPLE 2

Title: "My Kitten"

This is an acceptable response.

Ideas and Content
6 5 <u>4</u> 3 2 1

Organization
6 5 4 <u>3</u> 2 1

Voice
6 5 <u>4</u> 3 2 1

Word Choice
6 5 <u>4</u> 3 2 1

Sentence Fluency
6 5 <u>4</u> 3 2 1

Conventions
6 5 <u>4</u> 3 2 1

NOTE: The underlined sentences are taken directly from the student scoring guide in Appendix B.

Ideas and Content: This paper scores a 4 in ideas. The writing is clear and sticks to the topic. The writer has chosen details that help explain the main idea.

Organization: This paper scores a 3 in organization. The writer has tried to organize the writing, but the beginning and end are short. The writer moves from one idea (sentence) to the next without a clear plan.

Voice: This paper scores a 4 in voice. The writer speaks to the reader and the paper shows honesty and sincerity. She atacs my dog, its very funny! I like her very much.

Word Choice: This paper scores a 4 in word choice. The word choices work to make the message clear, but may not paint a strong picture in the reader's mind. She sometimes acts weird, but she is usually very camb. She is usually nice.

Sentence Fluency: This paper scores a 4 in fluency. Sentences make sense and flow from one to the other. The writer uses both simple and complex sentences with stronger control of simple sentences.

Conventions: This paper scores a 4 in conventions. Most of the errors are spelling mistakes. The writer does have control of end punctuation, capitalization, and usage.

STUDENT WRITING SAMPLE 3

Title: "Grila Alien"

Write the final copy of your paper here.

Grila Alien

I have a toy that is a grila Alien. He is pritty cool Alien but sum times he can be annoy. but hes pritty cool. My friends really like to play with the Alien a lot I gave him a pritty cool name it is grilue Alien He has softue pointey clothes and neas



SCORE SHEET FOR WRITING SAMPLE 3

Title: "Grila Alien"

This is NOT an acceptable response.

Ideas and Content
6 5 4 <u>3</u> 2 1

Organization
6 5 4 3 <u>2</u> 1

Voice
6 5 4 <u>3</u> 2 1

Word Choice
6 5 4 3 <u>2</u> 1

Sentence Fluency
6 5 4 3 <u>2</u> 1

Conventions
6 5 4 3 <u>2</u> 1

NOTE: The underlined sentences are taken directly from the student scoring guide in Appendix B.

Ideas and Content: This paper scores a 3 in ideas. The reader can understand what the writer is trying to say, but the writing does not have enough details; details are somewhat general.

Organization: This paper scores a 2 in organization. The writing is too short to show any organization. The writer moves from one idea (sentence) to the next without a clear plan. It needs an ending.

Voice: This paper scores a 3 in voice. The writer is not always involved with the topic. Voice appears but then disappears. *He is a pritty cool Alien but sum times he can be annuon but he's pritty cool.*

Word Choice: This paper scores a 2 in word choice. Some words are used over and over for such a short piece. Words are not specific and do not create clear pictures for the reader.

Sentence Fluency: This paper scores a 2 in fluency. Most sentences are understandable but not very smooth. The writer shows limited control of simple sentences. For a short paper, there are quite a few run-on sentences. *He is pritty cool but sum times he can be annuon but he's pritty cool. My friend's really like to play with him alot I gave him a really cool name it is grilue Alien He has soft pointy elboes and neas*

Conventions: This paper scores a 2 in conventions. Frequent errors make the paper difficult to read. A variety of errors include spelling, punctuation, capitalization, and usage.

STUDENT WRITING SAMPLE 4

Title: "My Friend"

Write the final copy of your paper here.

My Friend is Niecece to me
and I am Niecece to him
and his name is jereme
jereme is Niecece to me
and I am Niecece to
him and he is Niecece
to me and I lick him.



SCORE SHEET FOR WRITING SAMPLE 4

Title: "My Friend"

This is NOT an acceptable response.

Ideas and Content 6 5 4 3 <u>2</u> 1
--

Organization 6 5 4 3 2 <u>1</u>

Voice 6 5 4 3 <u>2</u> 1

Word Choice 6 5 4 3 <u>2</u> 1
--

Sentence Fluency 6 5 4 3 <u>2</u> 1

Conventions 6 5 4 3 <u>2</u> 1
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NOTE: The underlined sentences are taken directly from the student scoring guide in Appendix B.

Ideas and Content: This paper scores a 2 in ideas. The writer repeats the same idea (*I am nicece to him and he is nicece to me*). There is limited support and details.

Organization: This paper scores a 1 in organization. There is no clear beginning or ending. Ideas and details are not tied together.

Voice: This paper scores a 2 in voice. The writer shows little involvement with the topic, purpose or audience.

Word Choice: This paper scores a 2 in word choice. Frequent repetition of a limited number of words although they are used correctly.

Sentence Fluency: This paper scores a 2 in fluency. Rambling sentence with no stops. Simple sentences are linked together with "and".

Conventions: This paper scores a 2 in conventions. A variety of errors include spelling, punctuation, and capitalization.

STUDENT WRITING SAMPLE 5

Title: "Toy"

Write the final copy of your paper here.

Toy

Hay I like this toy

and it can do magic dad hay

it doesn't work this toy

Why son beech Why

it broke dad I think we sud tak it go to the shop

Lets do it dad OK son but

Mother will come home

We are Home Hay Look at my pet.

That pet is good

can I tack my pet yes son but some time

by dad and mother

is He good boy yes he is good

Lets by are son

Lets go Home wiet now.

that me on TV

hay dad What son do you love my pet

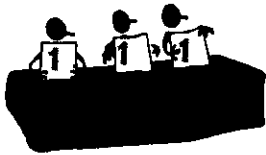
Yes son but your Mother is have a baby.

is it a boy or girl.

it a boy yes its a boy.

Why its a boy dad the doctor said

Lets by some toy



SCORE SHEET FOR WRITING SAMPLE 5
Title: "Toy"

This is NOT an acceptable response.

Ideas and Content
6 5 4 3 2 <u>1</u>

Organization
6 5 4 3 2 <u>1</u>

Voice
6 5 4 3 <u>2</u> 1

Word Choice
6 5 4 3 <u>2</u> 1

Sentence Fluency
6 5 4 3 2 <u>1</u>

Conventions
6 5 4 3 2 <u>1</u>

NOTE: The underlined sentences are taken directly from the student scoring guide in Appendix B.

Ideas and Content: This paper scores a 1 in ideas. The writing is unclear and seems to have no purpose. It is hard to tell what the writer really wanted to say.

Organization: This paper scores a 1 in organization. The writing is hard to follow. The reader has to re-read and may still be confused. There is no clear beginning or ending. Ideas and details are not tied together.

Voice: This paper scores a 2 in voice. There is some sense of the writer behind the words in the dialogue, but it is limited.

Word Choice: This paper scores a 2 in word choice. There are problems with misuse of words as well as repetition.

Sentence Fluency: This paper scores a 1 in fluency. The writing is difficult to follow. Rambling and awkward sentences interfere with meaning.

Conventions: This paper scores a 1 in conventions. Many errors make reading this difficult. The writer shows little understanding of when to use capital letters or punctuation marks; some parts are difficult to understand.

M**A****T****H****E****M****A****T****I****C****S**

Math! When do you use math? Every day! At the store, you may ask yourself, "Do I have enough money to buy what I need?" "Did I get the correct change back?" When you are having a discussion with your friend you might ask, "Did the explanation he gave sound logical?" These are examples of using math daily. Do you want to be a police officer, a cattle rancher, a fire fighter or an astronaut when you grow up? How about mining, building houses or owning your own business? Then you need to learn your math today to make your future dreams come true. Even if you're not sure now what you want to do when you grow up, learning math now will give you a lot more choices to pick from later on. You will find that math is not only something you'll need to do, it is something you'll like to do!



About the Test

Questions in AIMS - Mathematics will require both multiple choice responses worth 1 point each and a few (about 9) short answer responses worth up to 2 points each. There are about 50 questions and it should take *about* 2 to 3 hours to complete. But remember that this test is a power test, NOT a timed test. That means you can take as much time as you need to do your best. Although calculators are not allowed, you can do the arithmetic problems with pencil and paper. Most of the questions will be general understanding of mathematics and problem-solving skills. But it won't hurt to practice your addition, subtraction, multiplication and division tables!

MATHEMATICS STANDARDS: FOUNDATIONS LEVEL

M.F1: Number Sense. Students develop number sense and use numbers and number relationships to acquire basic facts, to solve a wide variety of real-world problems, and to determine the reasonableness of results.

M.F2: Data Analysis and Probability. Students use data collection and analysis, statistics, and probability to make valid inferences, decisions and arguments, and to solve a variety of real-world problems.

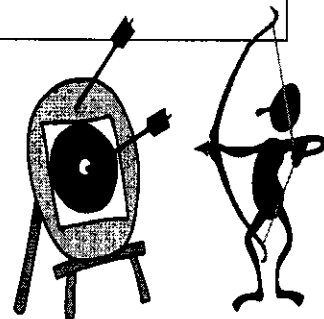
M.F3: Patterns, Algebra and Functions. Students use algebraic methods to explore, model and describe patterns, relationships and functions involving numbers, shapes, data, and graphs within a variety of real-world problem-solving situations.

M.F4: Geometry. Students use geometric methods, properties and relationships as a means to recognize, draw, describe, connect, and analyze shapes and representations in the physical world.

M.F5: Measurement and Discrete Mathematics. Students make and use direct and indirect measurement, metric and U.S. customary, to describe and compare the real world and to prepare for the study of discrete functions, fractals and chaos that have evolved out of the age of technology.

M.F6: Mathematical Structure/Logic. Students use both inductive and deductive reasoning as they make conjectures and test the validity of arguments.

HINTS FOR IMPROVING YOUR AIMS - MATHEMATICS



- Remember! This is **NOT** a timed test! **Take as much time as you need** and do your best work.
- **Estimate an answer first** so you can **check** if your answer is **reasonable**.
- Calculators are not allowed in this test, so **be careful** with your calculations and **double-check** your work.
- Multiple choice questions - look at **ALL** the choices and choose the **BEST** one.
- Short answer problems - **show ALL your work - always**, even if you think you can do the steps in your head without writing them out!
- Write your answer as though the person reading it knows nothing about this problem. You might think a problem is so simple you shouldn't have to write out any steps. But **you will not get all the points** if you do not show how you arrived at the answer.
- On the short answer problems, be sure your explanation **is clear to the readers** and that your written answer **says what you mean**.

Sample Questions- Mathematics

What to Expect from this Section

This *3rd Grade Student Guide for AIMS - Mathematics* gives examples of the types of questions that will appear on the test. All six Standards are presented with some *general* concepts listed for each section. Keep in mind that these lists do *not* include every performance objective. See the publication *Arizona Academic Standards* to find a complete listing of the concepts for each Standard in the "*Foundations*" section. If you don't have one of these at home, see your teacher.

Every question in this *Guide* lists the standard and the concept it is assessing. There is a wide sampling of the types of questions that might be asked, but there is not a sample question in this *Guide* for every item on the test. An answer key for all mathematics sample questions is in Appendix A (page 51), including acceptable answers for short answer questions.

Just as a reminder...students taking the 3rd grade test will be writing in their test booklets, not on a separate answer sheet. Therefore, there is no practice sheet as there is in each *Guide* for 5th, 8th, and High School.

STANDARD 1: Number Sense

General concepts you should know:

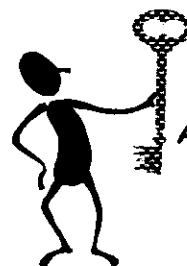
- Addition and subtraction of two three-digit whole numbers
- Fractions (halves, thirds, fourths, eighths, and tenths), including adding and subtracting of fractions with common denominators
- Read, write and order (smallest to largest and largest to smallest) whole numbers up to one thousand
- Place value concepts
- Expanded notation
- Counting money, and adding and subtracting money up to \$5.00
- Evaluate reasonableness of results using a variety of techniques, including estimation

Question 1 (assesses concept 1M.F1.PO2 - identify a whole number represented by a model with a word name and symbol)

Scott counted the number of baseball cards that he has saved. He kept track in the table below. How many cards does he have?

Hundreds	Tens	Ones
//	//	//// ///

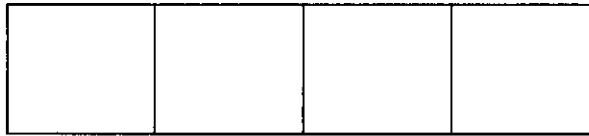
- A. 220
- B. 228
- C. 2,280
- D. 208



Answer key is on
page 51

Question 2 (assesses concept 1M.F1.PO4 - make a model to represent a given fraction)

Shade in $\frac{3}{4}$ of this figure.



Question 3 (assesses concept 1M.F2.PO1 - read whole numbers up to one thousand)

Jenny counted 483 books in one section of the library. Which section of books did Jenny count?



One hundred forty eight



Four hundred thirty eight



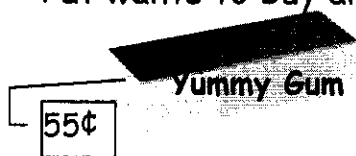
Three hundred eighty three



Four hundred eighty three

Question 4 (assesses concept 1M.F3.PO6 - select appropriate operations to solve word problems)

Pat wants to buy an apple, a pack of gum, and a pencil.



Write a number sentence to show how much money Pat needs.

Question 5 (assesses concept 1M.F4.PO2 - add and subtract two three-digit whole numbers)

Solve:

$$\begin{array}{r} 623 \\ - 359 \\ \hline \end{array}$$

- A. 374
- B. 264
- C. 374
- D. 385

Question 6 (assesses concept 1M.F5.PO2 - solve problems using a variety of mental computations and estimation)

ESTIMATE the number that is closest to 6×7 .

- A. 30
- B. 40
- C. 50
- D. 60

STANDARD 2: Data Analysis and Probability

General concepts you should know:

- Collect, record, and organize data from surveys and probability experiments
- Identify largest, smallest, most often recorded (mode), least often and middle (median)
- Make and label graphs and solve problems using graphs, charts and tables
- Locate points on a line graph using ordered pairs
- Name possible outcomes of probability experiments and predict the most likely or least likely outcome
- Concept of sample

Question 7 (assesses concept 2M.F1.PO3 - identify largest, smallest, most often recorded (mode), least often recorded, and middle (median) using sorted data)

Mary had the following quiz scores:

35, 37, 37, 43, 43, 43, 49, 49, 49, 49

Which score did she receive LEAST often?

- A. 35
- B. 37
- C. 43
- D. 49

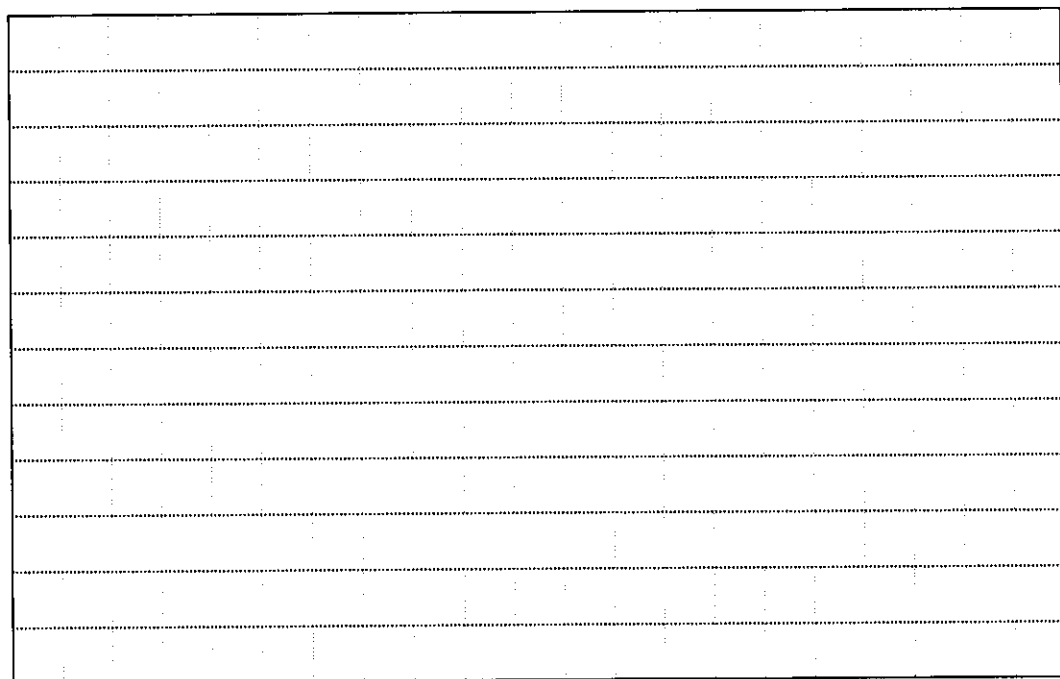
Question 8 (assesses concept 2M.F2.PO1 - make and label a graph)

The table below shows the favorite ice cream flavors of the girls in a Girl Scout troop.

Favorite Ice Cream Flavors

Chocolate	10
Vanilla	7
Peach	2
Strawberry	5
Banana	6

Make a vertical bar graph that shows the information in the table. Be sure to label your graph.

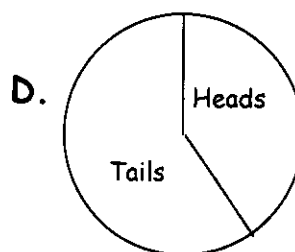
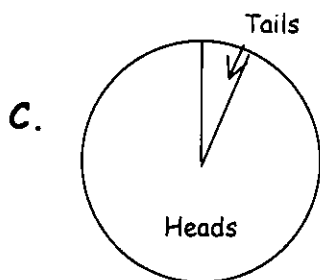
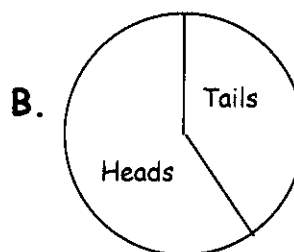
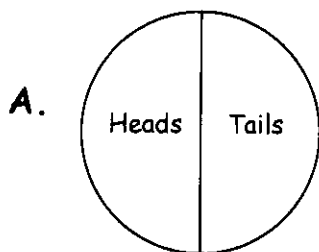


Question 9 (assesses concept 2M.F3.PO2 - organize (e.g., sorting, sequencing, or tallying) data from a probability experiment)

John flipped a coin 20 times and recorded the results in the table below. He tallied the number of times the coin was heads and the number of times the coin was tails.

Coin Results	Number of Times Coin Landed
Heads	XXXX //
Tails	XXXXXX //

Which of the following circle graphs shows the same information as John's tally marks?



STANDARD 3: Patterns, Algebra and Functions

General concepts you should know:

- Create, describe, and extend a variety of patterns using shapes, events, designs and numbers
- Make predictions based on a given pattern
- Identify the pattern in skip counting and name the next number in a pattern
- Recognize the symbols of equality and inequality ($<$, $>$, $=$)
- Find the missing number in addition and subtraction number sentences

Question 10 (assesses concept 3M.F1.PO3 - describe a given pattern occurring in a sequence of numbers)

What number comes next?

44, 38, 32, 26, _____

Explain how you got your answer.

Question 11 (assesses concept 3M.F2.PO1 - make predictions based on a given pattern)

3, 7, 11, 15, _____

The numbers in this pattern will ALWAYS

- A. be odd
- B. be even
- C. end with an even number
- D. begin with an even number

Question 12 (assesses concept 3M.F4.PO1 - identify the pattern in skip counting)

How do you get the next number in this pattern?

80, 40, 20, 10, _____

- A. Divide by 2
- B. Multiply by 2
- C. Subtract 20
- D. Add 20

Question 13 (assesses concept 3M.F5.PO1 - use the symbols (<, >, =) to compare whole numbers)

Which number statement is true?

- A. $17 < 15$
- B. $15 = 17$
- C. $17 > 15$
- D. $15 > 17$

Question 14 (assesses concept 3M.F6.PO1 - find the missing number in addition and subtraction number sentences)

What number makes the following number sentence true?

$$52 - \underline{\quad} = 13$$

- A. 65
- B. 39
- C. 29
- D. 38

STANDARD 4: Geometry

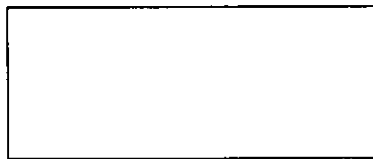
General concepts you should know:

- Identify two- and three-dimensional shapes; draw two-dimensional shapes
- Compare attributes of two-dimensional shapes and compare attributes of three-dimensional shapes
- Use rectangular arrays to represent a multiplication fact
- Predict how shapes can be changed by combining or dividing them

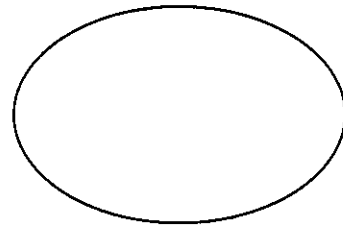
Question 15 (assesses concept 4M.F1.PO1 - identify two-dimensional shapes by name and attribute)

Which of the following shapes is a square?

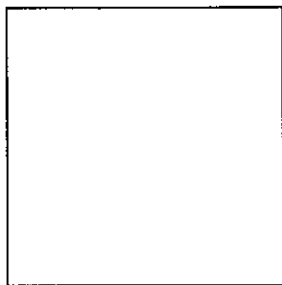
A.



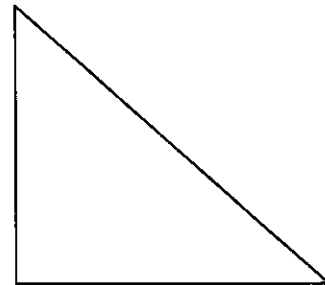
B.



C.

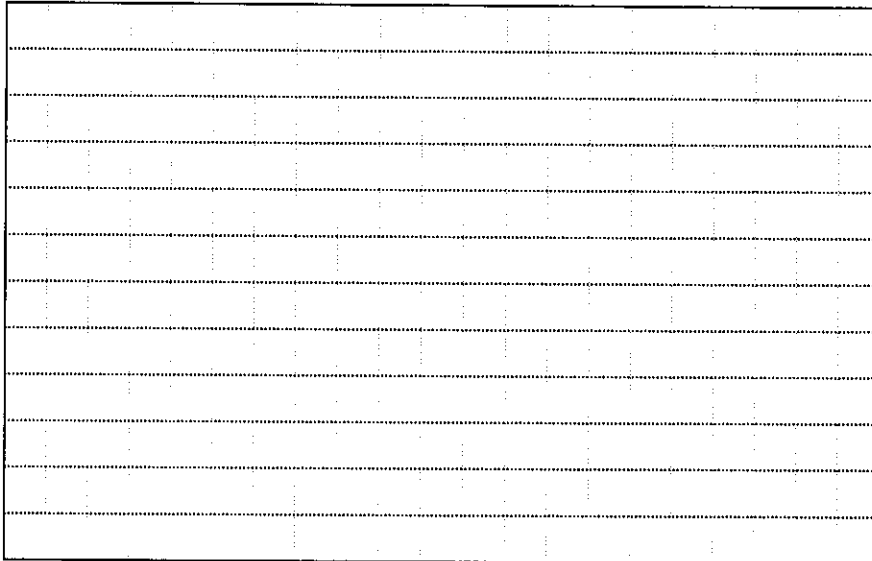


D.







Question 16 (assesses concept 4M.F1.PO2 - draw two-dimensional shapes)

Draw a shape that has four sides and four corners. Write its name below your figure.



Question 17 (assesses concept 4M.F1.PO4 - compare attributes of two-dimensional shapes)

Which two objects are the same size AND the same shape?

- A. 
- B. 
- C. 
- D. 

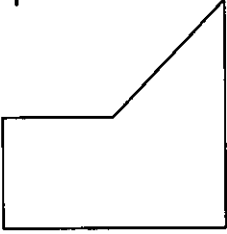
Question 18 (assesses concept 4M.F1.PO6 - use a rectangular array to represent a multiplication fact)

Which number sentence tells how you can find the total number of Xs?

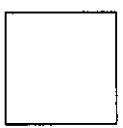
X X X X
X X X X
X X X X
X X X X
X X X X

- A. 4×4
- B. 5×4
- C. $5 + 4$
- D. 9×3

Question 19 (assesses concept 4M.F2.PO1 - build geometric shapes with other common shapes)



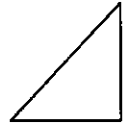
Which of the figures below could be used together to make the shape above?



1



2



3

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

STANDARD 5: Measurement and Discrete Mathematics

General concepts you should know:

- Determine and identify the characteristics (attributes) of an object that are measurable (e.g., length and weight are measurable; color and texture are not)
- Select appropriate unit of measure for a given characteristic of an object (e.g., inches, feet and yards; centimeters and meters; cups, gallons and liters; ounces, pounds, grams and kilograms)
- Select appropriate tool to measure the given characteristic of an object (e.g., ruler, thermometer, measuring cup, scale)
- Tell time to the nearest minute on digital and traditional (analog) clocks
- Determine the passage of time (days, months and years) using a calendar
- Compare units of measure to determine "more or less" relationships (e.g., 10 inches < 1 foot); also to determine equivalent relationships (e.g., 3 feet = 1 yard)
- Read a thermometer in Celsius and Fahrenheit to the nearest degree
- Estimate measurements and evaluate reasonableness
- Make a diagram to represent the number of combinations between two sets

Question 20 (assesses concept 5M.F1.PO1 - determine the characteristics (attributes) of an object that are measurable)

Name two things about a carton of milk that can be measured.

1) _____

2) _____

Question 21 (assesses concept 5M.F1.PO2 - identify the type of measure (e.g., weight, height, volume) for each attribute)

What measurement tells you the number of pounds in a bag of fruit?

- A. height
- B. weight
- C. width
- D. length

Question 22 (assesses concept 5M.F2.PO6 - determine the passage of time using a calendar)

Use the calendar to answer the question below.

July

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

If you and your parents go on a vacation trip July 25 and return home on August 12, how long is your vacation?

- A. 1 week
- B. 1 month
- C. 19 days
- D. 2 weeks

Question 23 (assesses concept 5M.F2.PO7 - compare units of measure)

Which statement is true?

- A. 70 minutes is less than 1 hour
- B. 90 minutes is less than 2 hours
- C. 3 hours is less than 160 minutes
- D. 70 seconds is less than one minute

Question 24 (assesses concept 5M.F4.PO1 - make a diagram to represent the number of combinations between two sets)

A restaurant sells pizza, giving a choice of crust and one topping. How many different pizzas can the restaurant make if there are 2 types of crust and 4 toppings?

- A. 8
- B. 6
- C. 4
- D. 2