Spring 2013 Student Performance Analysis

Grade 3 Reading Standards of Learning Test

Presentation may be paused and resumed using the arrow keys or the mouse.
Using Word Analysis Strategies

SOL 3.4b
The student will expand vocabulary when reading.

b) **Use** knowledge of roots, **affixes**, synonyms, and antonyms.
Suggested Practice for SOL 3.4b

Students need additional practice using affixes.

Joseph is very lonely.

In which word is -ly used the same as it is in lonely?

- butterfly
- silly
- family
- slowly
- jolly
Suggested Practice for SOL 3.4b

Students need additional practice using antonyms.

Which word is an antonym for grouchy?

angry       greedy       cheerful       lively       mean
Students need additional practice using antonyms.

Which two words have opposite meanings?

- early, late
- empty, hollow
- bright, clear
- listen, know
- rapidly, quickly
Making Predictions

SOL 3.5c
The student will read and demonstrate comprehension of a variety of fictional texts.

c) Make, confirm, or revise predictions.
Suggested Practice for SOL 3.5c

Students need additional practice making predictions.

Suggestions:

• What will most likely happen . . .?

• In the future, _____ will most likely . . .

• What will _____ do after . . .?

• At the end of the story, _____ will most likely . . .

• If this story continued, which of these would most likely happen next?
Comparing/Contrasting Story Elements

SOL 3.5d
The student will read and demonstrate comprehension of a variety of fictional texts.
d) Compare and contrast settings, characters, and events.
Suggested Practice for SOL 3.5d

Students need additional practice comparing and contrasting settings, characters, and events.

Complete each sentence using a word from the list.

At the beginning of the story, Paul feels ______.

At the end of the story, Paul feels ______.

angry     scared     hopeful     lonely     playful

angry     hopeful
Suggested Practice for SOL 3.5d


Use the list to complete the chart.

<table>
<thead>
<tr>
<th>TAJ</th>
<th>BOTH</th>
<th>BERTO</th>
</tr>
</thead>
<tbody>
<tr>
<td>From India</td>
<td>Eat similar lunches</td>
<td>From Puerto Rico</td>
</tr>
<tr>
<td>Class Helper</td>
<td></td>
<td>Enjoys playing soccer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Speaks Spanish and English</td>
</tr>
</tbody>
</table>

From Puerto Rico | Speaks Spanish and English
Enjoys playing soccer | From India
Class helper
Drawing Conclusions

SOL 3.5g
The student will read and demonstrate comprehension of a variety of fictional texts.
g) Draw conclusions about text.

SOL 3.6e
The student will continue to read and demonstrate comprehension of nonfiction texts.
e) Draw conclusions based on text.
Suggested Practice for SOL 3.5g and 3.6e

Students need additional practice drawing conclusions.

Suggestions:

• Why does ____ want . . . ?
• The reader can tell that . . .
• ____ most likely did this because he . . .
• Based on the story, why does . . . ?
• The title tells readers that a character in the story will most likely . . .
• Which paragraph shows that . . . ?
Suggestions:

• Why is ____ used in the recipe?

• The author repeated ____ in the story to show that . . .

• Which step in the instructions is most important to . . .?

• Which supplies are needed to complete steps __ through __?
Identifying Author’s Purpose

SOL 3.6
The student will continue to read and demonstrate comprehension of nonfiction texts.

a) Identify the author’s purpose.
Suggested Practice for SOL 3.6a

Students need additional practice identifying author’s purpose.

Suggestions:
• The author wrote the information in the box at the end of the flier to . . .
• The author included paragraph 5 most likely to tell . . .
• The author wrote this article most likely to . . .
Asking/Answering Questions

SOL 3.6
The student will continue to read and demonstrate comprehension of nonfiction texts.

d) **Ask and answer questions** about what is read.
Students need additional practice asking and answering questions about reading texts.

Suggestions:

• Which question does paragraph 7 answer?
• What should _____ do if it . . . ?
• Which question is answered in the article?
Suggested Practice for SOL 3.6d

A student asks this question after reading the flier.

When will the names of the winners be announced?

Which section of the flier answers this question?

a) Who can enter the contest?
b) What are the contest dates?
c) What pictures can be drawn?
d) **When will prizes be given out?**
Identifying Main Idea

SOL 3.6
The student will continue to read and demonstrate comprehension of nonfiction texts.

g) Identify the main idea.
Suggested Practice for SOL 3.6g

Students need additional practice identifying main idea.

Based on the article, complete this web.

Make sure visitors are safe
Teach visitors
Park Rangers
Lock the gates at night
Fight forest fires

Museum Workers
Volunteer Firefighters
Park Rangers
Security Guards
Hotel Staff
SOL 3.6
The student will continue to read and demonstrate comprehension of nonfiction texts.
h) Identify supporting details.
Suggested Practice for SOL 3.6h

Based on the article, complete this web.

- Make sure visitors are safe
- Park Rangers
- Lock the gates at night
- Offer tours of the building
- Fight forest fires
- Offer tours of the building
- Teach visitors
- Help guests find transportation
Suggested Practice for SOL 3.6h

For this example, reference the 2007 Grade 3 Reading Released Test, page 12, to view the passage, *A Fishy Dessert:*

Complete the steps used to make the dessert. Use sentences from the given list.

1. Put the JELL-O in the glasses.
2. Add the fruit strips to the JELL-O.
3. Push the marshmallows into the JELL-O.
4. Put the Goldfish in the JELL-O.
5. Put graham cracker crumbs on top.

- Cool the JELL-O in the refrigerator.
- Add the fruit strips to the JELL-O.
- Open the boxes of JELL-O.
- Put the Goldfish in the JELL-O.
- Add water to the JELL-O.
This concludes the student performance analysis for the third grade reading tests administered during the spring 2013 test administration.

There are practice items available on the Virginia Department of Education Web site which will also help students practice the skills associated with the 2010 English Standards of Learning. The practice items are located at:

http://www.doe.virginia.gov/testing/sol/practice_items/index.shtml#reading
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