

# Sample Assessment Booklet: New Layout

## Primary Division

Grade  
**3**

# Language ANSWERS

Assessment of Reading, Writing and Mathematics

### INSTRUCTIONS

#### Answering Multiple-Choice Questions

Like this: ● Not like this: ⊗ ✓ ◐ ○

- Use a pencil only.
- Fill only one circle for each question.
- Fill the circle completely.
- Cleanly erase any answer you wish to change.

#### Answering Open-Response Questions

- Write on the lined space provided in this booklet.

Education Quality and  
Accountability Office



You are now ready to start.  
Before answering the questions, go to

READING  
BOOK

A1

## The In-Line Skating Lesson



- 1** Why does Farah yell at Aldo?
- He is having fun.
  - He is ignoring Farah.
  - He is moving farther away.
  - He is looking in another direction.
- 2** In paragraph 15, what does the phrase “It’s complicated on a hill” refer to?
- falling
  - yelling
  - stopping
  - wiggling
- 3** The phrase “be a wet noodle” in paragraph 17 means that Aldo needs to
- slow down.
  - glide gently.
  - enjoy himself.
  - loosen his muscles.

**4** Explain how Farah helps to make Aldo’s skating lesson a success. Use details from the text to support your answer.

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**5** Explain how Aldo’s attitude about using the book changes after he starts to skate. Use details from the text to support your answer.

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## Two Chains



- 6** How are the events in this poem organized?
- large to small
  - action and reaction
  - order of importance
  - problem and solution
- 7** In line 5, the word “it” refers to
- a treat.
  - a meal.
  - the frog.
  - the dragonfly.
- 8** What does the word “prey” refer to in line 10?
- the frog
  - the cow
  - the hawk
  - the snake

**9** Which animals are hungry at the end of the poem?

- hawk, frog, cow and snake
- bugs, hawk, dragonfly and cow
- dragonfly, frog, snake and hawk
- frog, dragonfly, bugs and snake

**10** Explain why the animals in the pond behave differently than the cow. Use details from the poem and your own ideas to support your answer.

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**11** Explain how the word “chains” in the title “Two Chains” helps the reader understand the poem. Use examples from the poem to support your answer.

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**12** Write a paragraph describing your favourite way to stay in touch with your friends and explaining why you like this form of communication.

Ideas for My Paragraph

Write your answer on the next page.

*This page will not be scored.*

Write your paragraph here. Remember to check your spelling, grammar and punctuation.

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**Do not write in this area.**

Turn to the next page.



**13** Choose the sentence that is written correctly.

- May I take this library book home? asked Paulo.
- “May I take this library book home? asked Paulo.”
- May I take this library book home? asked “Paulo.”
- “May I take this library book home?” asked Paulo.

**14** Choose the best order to make a paragraph using the following sentences.

- (1)** All the students lined up quickly at the door.
- (2)** The principal told us we could go back to class.
- (3)** We had a fire drill at school.
- (4)** Our teacher led us to the field.

- 1, 2, 4, 3
- 1, 4, 3, 2
- 3, 1, 4, 2
- 3, 2, 4, 1



- 15** Choose the best opening sentence for this paragraph.

\_\_\_\_\_ They provide homes for many different kinds of animals and birds. Many types of trees, like oak and apple, provide fruit and nuts for people and animals. Trees also provide oxygen, which almost every living thing needs to survive.

- Maple trees produce syrup for us.
- Trees are very important for our planet.
- Many wood products are made from trees.
- Trees are very important because they clean the air.

- 16** Choose the words that best complete the following sentence.

It was raining outside \_\_\_\_\_ we stayed in for recess \_\_\_\_\_ we played games.

- so, and
- so, later
- and, earlier
- because, still

**STOP**

You have finished this section.

## Ryan's Well



- 1** What did Ryan learn from Ms. Prest's lesson?
- He learned how wells work.
  - He learned how to raise money.
  - He learned how to teach other students.
  - He learned how clean water is hard to find.
- 2** What does the phrase "I'll just do more chores" in paragraph 3 suggest about Ryan?
- He is worried.
  - He is convinced.
  - He is determined.
  - He is disappointed.
- 3** What does "average" mean as used in paragraph 4?
- fair
  - proper
  - familiar
  - ordinary

**4** What parts of Ryan’s life are covered in the text?

- from Grade 1 to adulthood
- from his birth to high school
- from Grade 1 to raising money for the first well
- from high school to his journey to other countries

**5** Explain how a well is helpful to communities. Use details from the text to support your answer.

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**6** Explain how Ryan is making a difference in the world. Use examples from the text and your own ideas to support your answer.

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**STOP**

You have finished this section.

## The Board



- 1** Who is instructing the group?
- a parent
  - a classmate
  - a martial arts teacher
  - a martial arts student
- 2** Why is the word “had” in paragraph 3 written differently?
- to describe the board
  - to describe the ringing sound
  - to show the student is talking aloud
  - to show the student’s determination
- 3** What does the word “stance” mean as used in paragraph 4?
- step
  - kick
  - motion
  - position

**4** In paragraph 5, the room is

- hot.
- dim.
- noisy.
- bright.

**5** The first two sentences of paragraph 5 describe

- the time.
- the place.
- a problem.
- a character.

**6** The words “everyone’s gaze boring through me” (paragraph 5) show that the student

- is feeling pressure.
- is hot from the lights.
- wants visitors to watch.
- wants everyone to move closer.

**7** What changes in paragraph 7?

- The student is feeling dizzy.
- The student breaks the board.
- The student is no longer practising.
- The student ignores the instructor’s advice.

Continue.



- 8** What does the word “it” refer to in paragraph 10?
- standing tall
  - stepping back
  - spinning around
  - breaking the board
- 9** The words “I’ll do it” are repeated in paragraph 14 to show that the student is
- angry at the board.
  - talking to the board.
  - preparing mentally to break the board.
  - reminding the instructor to hold the board.
- 10** What do the words “collided with” mean as used in paragraph 15?
- split easily
  - bumped loudly
  - touched lightly
  - struck forcefully

**11** Explain how the student is feeling in paragraphs 5–6. Use details from the text to support your answer.

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**12** What does the dialogue in this text help the reader understand about the instructor? Use details from the text to support your answer.

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**13** Imagine you have invented a new kind of transportation. Write a paragraph explaining how it helps people.

Ideas for My Paragraph

Write your answer on the next page.

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Write your paragraph here. Remember to check your spelling, grammar and punctuation.

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**Do not write in this area.**

**14** Choose the sentence that does not belong in the following paragraph.

**(1)** Joel enjoys reading many different kinds of books. **(2)** Playing the piano is his favourite activity. **(3)** He would like to get a new graphic novel. **(4)** It will be available at the library next week.

- Sentence 1
- Sentence 2
- Sentence 3
- Sentence 4

**15** Choose the best opening sentence for the following paragraph.

\_\_\_\_\_ It gets your heart pumping and sends oxygen to your brain. Oxygen helps you focus better on learning. Exercise can be done almost anywhere. It keeps your body healthy.

- Recess is twice a day.
- Being outside is a lot of fun.
- A healthy snack gives me energy.
- Daily physical activity is important.

**16** Choose the sentence that is written correctly.

- James picked up the gym shoes, school, bag and pencil crayons from the floor.
- James picked up the gym shoes, school bag and pencil crayons from the floor.
- James picked up the gym shoes, school bag and pencil, crayons from the floor.
- James picked up the gym, shoes, school bag and pencil crayons from the floor.

**17** Choose the best order to make a paragraph using the following sentences.

- (1)** We picked juicy red apples.
- (2)** We went to the apple farm on Saturday.
- (3)** We made delicious pies when we got home.
- (4)** A wagon brought us to the apple orchard.

- 1, 2, 4, 3
- 2, 4, 1, 3
- 3, 1, 2, 4
- 4, 2, 1, 3



**STOP**

You have finished this section.

## The Eurasian Eagle Owl



- 1** The Eurasian eagle owl's feathers are helpful because
- they make it easier to sit.
  - they are the colour of night.
  - they look like the owl's prey.
  - they look like the owl's environment.
- 2** What is another word for "perched" as used in the section "Silent Flyer"?
- sitting
  - hiding
  - hunting
  - blending
- 3** The Eurasian eagle owl coughs up a pellet
- so that it will not choke.
  - because it cannot eat big animals.
  - because it swallows food one part at a time.
  - so that it can get rid of what it does not need.

**4** How is the information in the text box “Its Size” useful to the reader?

- It shows the owl and its prey.
- It shows how big the owl actually is.
- It shows what each animal looks like.
- It shows how large the owl’s talons are.

**5** Explain what makes the Eurasian eagle owl a good hunter. Use details from the text and your own ideas to support your answer.

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**6** Explain how the information in the pictures and text boxes works together to help the reader understand the Eurasian eagle owl. Use details from the text to support your answer.

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- 7** You find a ticket in a book at the library. Write a story about what the ticket is for and what you do with it.



Ideas for My Story

Write your answer on the next page.

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Write your story here. Remember to check your spelling, grammar and punctuation.

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**STOP**

You have finished this section.

## Permissions and Credits

### Section A1: Reading

Adapted from “The Skating Lesson” by Barbara Owen, published in *Highlights for Children* magazine, volume 55, no. 5, issue 583, pages 36–37. © 2000 by Highlights for Children, Inc., Columbus, Ohio. Reprinted with permission.

### Section A2: Reading

“Two Chains” by Judy Young, from the book *R Is for Rhyme: A Poetry Alphabet*, published by Sleeping Bear Press, an imprint of Canpage Learning, 2005. Reprinted with permission.

### Section B1: Reading

Adapted from “Ryan’s Story.” Story and photo from the Ryan’s Well Foundation Web site ([www.ryanswell.ca](http://www.ryanswell.ca)). Reprinted with permission.

### Section C1: Reading

Adapted from “The Board” by Ann Pedtke, published in the July/August 2000 issue of *Stone Soup*. Reprinted with permission from *Stone Soup, the Magazine by Young Writers and Artists*. © 2000 by the Children’s Art Foundation.

### Section D1: Reading

Adaptation of “Eurasian Eagle Owl,” including the “Fast Facts,” written by Maria Birmingham from the October 2008 issue of *Chickadee* magazine. Used with permission of Bayard Presse Canada Inc.