

# Georgia Milestones

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3RD GRADE PRE-TEST

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1. The Coastal Plains region of Georgia has areas of wetlands. These wetlands include salt marshes and swamps. Salt marshes have loose, sandy, wet soil and salt water. A student collected some data about organisms to see if they would live in this region.

Organism	What Does It Eat?	Characteristics
Crab	Algae, bacteria, decaying plants	Hard outer shell, can survive on land or in water
Whale	Zooplankton and krill	15 meters long, can hold their breath for up to 40 minutes under water
Pocket gopher	Plants, plant roots	Brown fur, needs loose, sandy, dry soil to dig tunnels
Gopher tortoise	Grasses, fruit	Gray shell and legs, digs and lives in dry burrows

**Based on the student's data, which organism would MOST LIKELY live in a salt marsh?**

- A. Crab
- B. Whale
- C. Pocket gopher
- D. Gopher tortoise

2. A scientist is observing an alligator. He observes that the alligator uses its webbed feet and long tail to swim through shallow water while hunting fish and other prey.

**In which region of Georgia is the alligator MOST LIKELY found?**

- A. Atlantic Ocean
- B. Mountains
- C. Piedmont
- D. Swamps

3. **River otters are found in waterways throughout Georgia. Otters mostly feed on fish. They hunt by diving underwater and chasing their prey.**



**Which characteristics BEST helps river otters live in water-based habitats?**

- A. Their sharp teeth, which help them to catch prey.
  - B. Their thick fur, which helps them to keep warm.
  - C. Their long claws, which help them dig burrows.
  - D. Their webbed feet, which help them to swim.
4. **A forest is home to many kinds of animals. The forest trees give shelter and food to many animals. The trees in a large area of the forest are destroyed in a fire.**

**What will MOST LIKELY happen to the animals living in the forest after the fire changes their habitat?**

- A. The animals will adapt to eat different food.
- B. The animals will find homes near a pond or lake.
- C. The animals will hibernate until the trees grow back.
- D. The animals will move to a place that has more trees.

5. A student made observations about a mineral. It was smooth and flat with round edges.

**What did the student observe about the mineral?**

- A. color and texture
- B. texture and shape
- C. hardness and color
- D. shape and hardness

6. A scientist studies a large rock on the bottom of a deep, fast-moving river. He notices that the rock gets smaller over a period of several years.

**Which statement MOST LIKELY explains why the rock gets smaller?**

- A. The rock is being worn away by wind.
- B. The rock is being broken apart by ice.
- C. The rock is being broken apart by gravity.
- D. The rock is being worn away by moving water.

7. A student is describing a sample of soil. The soil sample is made up of very small particles. It can hold a lot of water, and plants do not grow well in the soil.

**Which type of soil does the student MOST LIKELY have?**

- A. Clay
- B. Loam
- C. Sand
- D. Silt

8. Two students observe an object near a river. The object is hard and has a rough texture. It is magnetic and made of two materials. One student says it is a rock and the other student says it is a mineral.

Which observation will **BEST** help the students identify if the object is a rock or a mineral?

- A. The object is a mineral because it is hard.
  - B. The object is a mineral because it is magnetic.
  - C. The object is a rock because it has a rough texture.
  - D. The object is a rock because it is made of two materials.
9. Four students observed a fossil found in a rock. They disagreed about how the fossil was formed. Each student recorded an idea about how the fossil was formed.



Which idea **MOST LIKELY** describes how the fossil was formed?

- A. The leaf was frozen in ice.
- B. The leaf became rock as it decayed.
- C. The leaf fell into mud and left an imprint when it decayed.
- D. The leaf was trapped in tree sap that hardened into amber.

**10. A scientist finds a rock that looks like a part of a fish.**



**What should a scientist conclude by studying the rock?**

- A.** A fish lived recently in the rock.
- B.** A fish lived long ago in the rock.
- C.** A fish that lived recently turned to stone slowly.
- D.** A fish that lived long ago turned to stone slowly.

**11. A scientist uses a rock hammer to look for fossils. She finds a large fossil of an animal.**

**Which part of the animal MOST LIKELY formed the fossils the scientist finds?**

- A.** bones
- B.** fur
- C.** skin
- D.** wings

- 12. A student finds this fossil along the beach. He thinks about how the fossil was formed, but he is not sure about the order of the steps that took place.**



- 1. organism dies**
- 2. organism gets buried in sediment**
- 3. the shell is replaced by minerals**
- 4. organism's soft parts decay**

**Which of these tells the steps of fossil formation in the correct order?**

- A. 1, 3, 4, 2**
  - B. 1, 2, 4, 3**
  - C. 1, 4, 3, 2**
  - D. 1, 3, 2, 4**
- 13. A student rubs his hands together to produce heat. Which action produces heat in the same way?**
- A. Burning a piece of paper**
  - B. Using sandpaper on a stick**
  - C. Mixing two chemicals together**
  - D. Lighting the burner on a gas stove**

- 14. A student leaves a metal chair and a plastic chair of the same color in direct sunlight for 30 minutes.**

**Which of these would BEST describe the chairs after 30 minutes in the sunlight?**

- A.** The temperatures of the chairs will not change.
- B.** The temperatures of the chairs will increase the same amount.
- C.** The temperature of the metal chair will be greater than that of the plastic chair.
- D.** The temperature of the plastic chair will be greater than that of the metal chair.

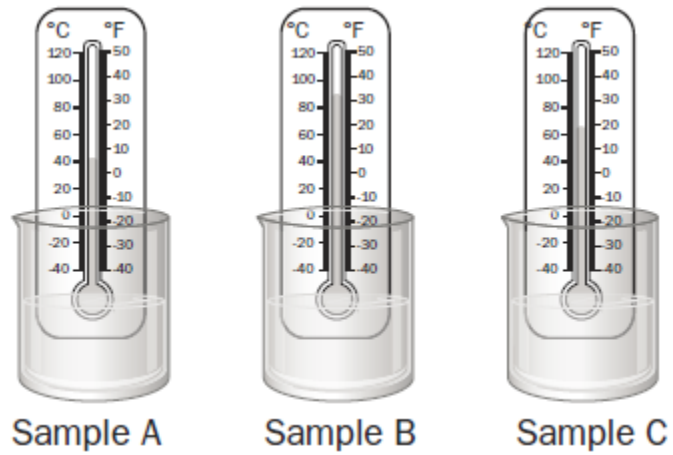
- 15. A student wants to stay cooler while she is playing outside on a sunny day. She owns a white shirt and a black shirt.**

**Which shirt will keep her cooler, and why?**

- A.** The white shirt, because it will reflect more heat than the black shirt.
- B.** The black shirt, because it will reflect more heat than the white shirt.
- C.** The white shirt, because it will absorb more heat than the black shirt.
- D.** The black shirt, because it will absorb more heat than the white shirt.



16. A student uses thermometers to measure the changes in temperature of three water samples.



Which of these correctly orders the samples from COLDEST to HOTTEST?

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

17. A student tests several objects with a magnet. She puts her observations into a table.

Object	Attracted to Magnet?
Frying pan	No
Paper clip	Yes
Plasticbuildingblock	No
Aluminum foil	No
Iron nail	Yes

**What conclusion can be made from these observations?**

- A. Small objects are attracted to magnets.
  - B. Heavy objects are attracted to magnets.
  - C. Some metal objects are attracted to magnets.
  - D. Some plastic objects are attracted to magnets.
18. A student tries to put two magnets together. The magnets repel each other.

**Which of these BEST explains this observation?**

- A. One magnet is larger than the other.
- B. The magnets were placed too far apart.
- C. One magnet is made of a different material.
- D. The like poles of the magnets were placed together.

**19. Fertilizer on lawns can run off into nearby lakes, increasing the amount of nutrients in the water. Which event MOST LIKELY occurs as a result?**

- A. More algae grow in the lakes because of the extra nutrients.
- B. More oxygen is available to fish in the lakes because of the extra nutrients.
- C. More animals move to the area to drink water from the lakes because the water has extra nutrients.
- D. More birds eat fish from the lakes because the fish are healthier due to living in water with extra nutrients.

**20. Scientists are finding many raccoons that are tangled in garbage. What event MOST LIKELY caused this effect?**

- A. Tossing aluminum cans into the ocean.
- B. Dumping motor oil on the ground near local lakes.
- C. Using chemicals in homes and gardens to kill pests.
- D. Failing to recycle plastic bags and six-pack rings from soda pop cans.

**21. Which statement BEST explains why conserving trees would be helpful to the air?**

- A. It would give people more shade during the summertime.
- B. It would help increase oxygen and reduce carbon dioxide.
- C. It would make natural building materials for people.
- D. It would provide homes and shelter for animals.

**22. A student lives in a town that does not have a recycling program.**

**Which action will MOST LIKELY help protect the environment while the student is shopping?**

- A.** Bringing cloth bags
- B.** Asking for plastic bags
- C.** Buying bottled drinking water
- D.** Choosing items with the most packaging.

Question	Answer	DOK	Domain	Topic	Indicator(s)
1	A	2	Life Science	Habitats and Organisms	D, P
2	D	2	Life Science	Habitats and Organisms	D, P
3	D	3	Life Science	Habitats and Organisms	D, P
4	D	2	Life Science	Change in Habitats	P, Di
5	B	2	Earth Science	Minerals	D, P
6	D	2	Earth Science	Rocks/Erosion	P, Di
7	A	2	Earth Science	Soil	D, P
8	D	2	Earth Science	Rocks vs. Minerals	D, P
9	C	2	Earth Science	Fossil Formation	P
10	D	2	Earth Science	Fossils	P
11	A	2	Earth Science	Fossils	P
12	B	2	Earth Science	Fossil Formation	P, Di
13	B	3	Physical Science	Heat Production	D, P
14	C	2	Physical Science	Conductors & Insulators	P, Di
15	A	2	Physical Science	Radiation and Energy	P, Di
16	D	2	Physical Science	Reading Thermometers	D, P
17	C	3	Physical Science	Magnetism	P, Di
18	D	2	Physical Science	Magnetism	P, Di
19	A	3	Life Science	Water Pollution	D, P
20	D	1	Life Science	Land Pollution	B, D
21	B	3	Life Science	Conservation	P, Di
22	A	2	Life Science	Recycling	P, Di

B = Beginning

D = Developing

P = Proficient

Di = Distinguished