

THIRD GRADE SCIENCE PRE-TEST
INSTRUCTIONS FOR ADMINISTERING PRE-TEST
Instructions to Teacher

Dear third grade science teacher,

This pre-test is written to help you know about your students so that you may help them learn the third grade science curriculum. Research indicates that teachers who use data from pre-tests to modify their instruction significantly improve their students' learning.

You may give this whole test early in the school year or you may begin the year testing your students on the three standards you will teach in the fall and then later in the year test students on the remaining standards.

This test may be read to the students if you believe your students cannot read the items. If you do, read the stem and then all the alternatives slowly and clearly without emphasizing the correct answer in your voice. Pace yourself so that students can keep up. The complete pre-test should take students approximately 30 minutes.

The idea of giving a pre-test is that if students do quite well on certain objectives, then you may spend less time teaching those objectives and spend more time teaching the standards and objectives on which your students do poorly. Help your students understand that they won't be penalized if they do poorly on the pre-test, but encourage them to do their best work. Tell students to do their own work.

The test may be given online using UTIPS, or you may print the test and give it hardcopy. If you give the test online, check that your students log into the test correctly. If you give the test hardcopy, each student will need a copy of the test, an answer sheet (preferably scanner) and a pencil. If students read the test on their own, it will take longer. Be prepared with something for the students to do who finish early. Instructions for the administration of both formats follow.

Hardcopy Test Instructions to Students

Please read to the students:

This test is a pre-test. It tests some science things you have learned before, and it may test some science things you have not studied yet. Don't worry if you don't know all the answers—just do your best.

Please write your name on the answer sheet (test).

Please listen to (read) each question carefully. Choose the **best** answer from the three or four choices. After you choose an answer, fill in the circle that matches your choice for that question on your answer sheet (ring the correct answer).

Mark only one answer for each question. If you wish to change an answer, erase the old mark completely before making a new one. Do not make any stray marks on your answer sheet.

If you do not know the answer to a question, continue on to the next question. Please try to answer all of the questions on this test. If you skip a question, make sure that you leave the answer circle for that question blank on your answer sheet.

Do not talk to other students. Raise your hand and ask the teacher if you do not know a word.

UTIPS Online Test Instructions to Students

Please read to the students:

This test is a pre-test. It tests some science things you have learned before, and it may test some science things you have not studied yet. Don't worry if you don't know all the answers—just do your best.

Please listen to (read) each question carefully. Choose the **best** answer from the three or four choices. After you choose an answer, click the circle next to that answer.

Mark only one answer for each question. If you wish to change an answer, click on the circle next to your new answer.

If you do not know the answer to a question, continue on to the next question. Please try to answer all of the questions on this test.

Do not talk to other students. Raise your hand and ask the teacher if you have a question.

If you finish early you may go back and try to answer questions that you skipped, or check your work.

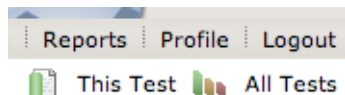
When you complete the test, **scroll to the top of the test and click the submit button**. Once you click submit, you will NOT be able to change any answers. Do not click on any other buttons on your screen at any time during the test or your test could be ruined. Once you are finished with the test, follow your teacher's instructions.

THIRD GRADE SCIENCE PRE-TEST INSTRUCTIONS FOR INTERPRETING AND USING TEST SCORES WHEN YOU ADMINISTER THE TEST ON UTIPS

When your students have finished taking the pre-test, print the **Third Grade Pre-Test Diagnostic** page that follows.

The instructions below will help you know how your class did on each objective and ILO in the third grade science curriculum.

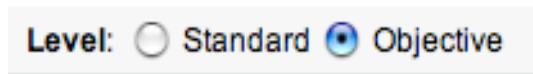
1. Once your students have finished taking the test, be sure they have clicked the **“submit”** button. Then go to your UTIPS site. Click on the **“Reports”** menu.
2. On the Reports menu, select **“All Tests”**. Then select the 3rd Grade Science ILO 1 Pretest from the list.



3. On the far right near the top of the screen, choose the **apple icon**.



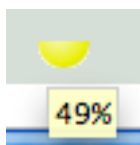
4. In the title box, click the **Objective button**. This will display your students' results by objective and ILO.



5. Scroll to the bottom of the screen and note the **Average row**.



As you roll over each pie chart and pause, the **percent** of items correct for that objective will pop up. You will use this percent in instruction #6.



6. Write the average percent for the corresponding **objective** in the far right column on the **Third Grade Pre-Test Diagnostic** page you printed. Write the average percent for the corresponding **ILO** in the row at the bottom of the table.

(If you are unsure which objective or ILO each column in UTIPS corresponds to, go to the top of the column and click on the box. The standard and objective for that column will appear at the top of the screen.)



7. You have now recorded all the data from the pre-test that will help you to make decisions about how to plan your science instruction. If students did well on certain objectives, then you may spend less time teaching those objectives and spend more time teaching the standards, objectives and ILOs on which your students did poorly.

THIRD GRADE SCIENCE PRE-TEST DIAGNOSTIC

Standard	Objective	ILO 1	ILO 3	ILO 4	Class Percent
1 Shape of Earth and moon					
	1 Describe appearance of Earth and moon	1	2	3	
	2 Describe movement of Earth and moon		4, 5	6	
2 Living and non-living things					
	1 Classify living and non-living things	7	8, 9		
	2 Describe the interactions between living and non-living things	11	10	12	
3 Force					
	1 Demonstrate how forces cause changes in speed or direction	14	13, 18		
	2 Demonstrate that the greater the force, the greater the change	16, 17, 31			
4 Gravity					
	1 Demonstrate that gravity is a force	15	20	19	
	2 Describe the effects of gravity	22, 32	21		
5 Heat					
	1 Show that the sun is the source of heat and light for Earth	33	23, 24		
	2 Demonstrate that machines produce heat and sometimes light	25	26	27	
	3 Demonstrate that heat may be produced by rubbing	28	29	30	
ILO Percent					

THIRD GRADE SCIENCE PRE-TEST INSTRUCTIONS FOR INTERPRETING AND USING TEST SCORES WHEN YOU ADMINISTER A HARD COPY OF THE TEST

As you prepare copies of the test for your students, make a copy of the “Third Grade Science Pre-Test Diagnostic” that follows on the next page.

Your students should have used scan-tron answer sheets on which to record their answers to the test. If they did not, find the paragraph in these directions entitled “Scoring the test without scan-tron answer sheets”.

Scoring the test if students recorded their answers on scan-tron answer sheets

Prepare a scan-tron item analysis sheet, which summarizes the performance of all of the students in your class. It will list how many of your students missed, or answered correctly, each question.

Referring to the diagnostic sheet, find the row for Standard one, Objective one. (Note that objective one is measured by test items 1, 2 and 3.) Find how many of your students missed these two test items, on your scan-tron item analysis sheet, add the numbers together and record the sum in the objective one box named “Class Percent”. This number represents the number of students who missed objective one.

Next, find the row for Standard 1, Objective 2 on the diagnostic sheet. Find the number of students who missed questions 4, 5 and 6 and record this sum in the class percent box. (You are not calculating percents but by recording the number of students who missed the three items for an objective you will be able to determine where your students need the most help or conversely where, on which objectives, your students know the most.)

Continue to record total number of students who missed each *objective*.

Now determine the number of students who missed ILO 1 by adding the number of students who missed items 1, 7, 11, 14, 16, 17, 31, 15, 22, 32, 33, 25 and 28 (in the column labeled ILO 1). Record this total in the “ILO Percent” box at the bottom of column ILO 1. Do the same for ILO 3 and ILO 4.

You can now look at the numbers and determine on which Core objectives and ILOs your students need the most help. If you recorded the number of students who missed an item, then the **higher** numbers indicate core objectives about which your students know the least.

Scoring the test without scan-tron answer sheets:

Without scan-tron answer sheets you will first need to score your students' tests. Next, count the number of students who missed questions 1 and 2. Record this number on your diagnostic sheet at the right hand end of the row "Standard 1, Objective 1". Now count the number of students who missed Objective 2 (The total students missing questions 1, 2 and 3). Record this total at the end of the row. Continue recording the total number of students missing the items for each objective in the appropriate boxes named "Class Percent" (You are not calculating percents but by recording the number of students who missed the three items for an objective you will be able to determine where your students need the most help or conversely where, on which objectives, your students know the most.)

Now determine the number of students who missed ILO 1 by adding the number of students who missed items 1, 7, 11, 14, 16, 17, 31, 15, 22, 32, 33, 25 and 28 (in the column labeled ILO 1). Record this total in the "ILO Percent" box at the bottom of column ILO 1. Do the same for ILO 3 and ILO 4.

You can now look at the numbers and determine on which Core objectives and ILOs your students need the most help. If you recorded the number of students who missed an item, then the **higher** numbers indicate core objectives about which your students know the least.

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