



Georgia  
**CRCT-M**

# Sample Items

## Grade 3

ENGLISH / LANGUAGE ARTS



**Original CRCT**

**Grade 3 Items**

**ENGLISH / LANGUAGE ARTS**

## ENGLISH / LANGUAGE ARTS

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1. Which word needs an apostrophe?

Marys little lamb had a fleece as white as snow.

- \* A. Marys
- B. lamb
- C. fleece
- D. snow

2. Which sentence has a possessive pronoun?

- A. I don't like him.
- \* B. All of the cookies are mine.
- C. Give the book to her.
- D. They have gone home already.

3. What is the adjective in the sentence?

The beautiful girl pedaled her bicycle quickly down the street.

- \* A. beautiful
- B. pedaled
- C. quickly
- D. down

4. What is the contraction for she will?

- \* A. she'll
- B. she'l'
- C. shell'
- D. sh'ell

## ENGLISH / LANGUAGE ARTS

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5. The sentence below has a spelling error. Fill in the space provided on your answer sheet for the letter of the underlined word that is NOT spelled correctly.

The coach/ ran/ onto the feld/ at the end of the game.

A

B

\* C

D



# Grade 3 Items

## ENGLISH / LANGUAGE ARTS

# ENGLISH / LANGUAGE ARTS

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1. Which word needs an **apostrophe**?

Marys little lamb had a fleece as white as snow.

- A. Marys
- B. lamb
- C. fleece
- D. snow

2. Which sentence has a **possessive pronoun**?

- A. I don't like him.
- B. All of the cookies are mine.
- C. Give the book to her.
- D. They have gone home already.

**Helpful Hint**

Possessive shows ownership.

## ENGLISH / LANGUAGE ARTS

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3. What is the **adjective** in the sentence?

The beautiful girl pedaled her bicycle quickly down the street.

- A. beautiful
- B. pedaled
- C. quickly
- D. down

**Helpful Hint**

Adjectives describe nouns or pronouns.

4. What is the **contraction** for *she will*?

- A. she'll
- B. shell
- C. shell'
- D. sh'ell

**Helpful Hint**

A contraction is two words put together to make a smaller word.

## ENGLISH / LANGUAGE ARTS

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5. The sentence below has a spelling error. Fill in the space provided on your answer sheet for the letter of the underlined word that is **NOT** spelled correctly.

The coach/ran/ onto the feld/ at the end of the game.  
A      B                      C                      D

- A. coach
- B. ran
- C. feld
- D. game

Item Sequence	Georgia Performance Standard	KEY
1	<p><b>Domain: Conventions</b>  <b>ELA3C1.</b> The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student:</p> <p>m. Uses appropriate capitalization and punctuation (end marks, commas, apostrophes, quotation marks).</p>	A
2	<p><b>Domain: Conventions</b>  <b>ELA3C1.</b> The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student:</p> <p>d. Identifies and uses personal and possessive pronouns.</p>	B
3	<p><b>Domain: Conventions</b>  <b>ELA3C1.</b> The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student:</p> <p>a. Correctly identifies and uses subject/verb agreement and adjectives.</p>	A
4	<p><b>Domain: Conventions</b>  <b>ELA3C1.</b> The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student:</p> <p>c. Identifies and uses contractions correctly.</p>	A
5	<p><b>Domain: Conventions</b>  <b>ELA3C1.</b> The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student:</p> <p>l. Uses common rules of spelling and corrects words using dictionaries and other resources.</p>	C

Item Sequence	Commentary
All	<ul style="list-style-type: none"> <li>• The font size was increased on all items.</li> <li>• The line spacing between items was increased.</li> </ul>
1	<p>The key term was boldfaced to help the student focus on the concept being assessed.</p>
2	<ul style="list-style-type: none"> <li>• Possessive pronoun was boldfaced in the question stem to highlight the grammatical concept being assessed.</li> <li>• A hint box was added to define possessive to help the student distinguish possessive pronouns from the other types of pronouns used in the sentences.</li> </ul>
3	<ul style="list-style-type: none"> <li>• The term adjective was boldfaced to help the student focus on the concept being assessed.</li> <li>• A hint was also added to help the student demonstrate the ability to correctly identify an adjective.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Contraction was boldfaced to emphasis the grammatical term being assessed.</li> <li>• A hint box was added so the student can better demonstrate the ability to correctly form a contraction.</li> <li>• Also, “she will” was italicized so these words stand apart from the remainder of the item stem.</li> </ul>
5	<p>The answer choices were presented in a list to help the student more readily visualize the answer choices.</p>