

PARENT EOG INFO SESSION

WE WILL BEGIN AT 5:30

Presented by:

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**WELCOME! WE'RE SO
GLAD YOU'RE HERE!**

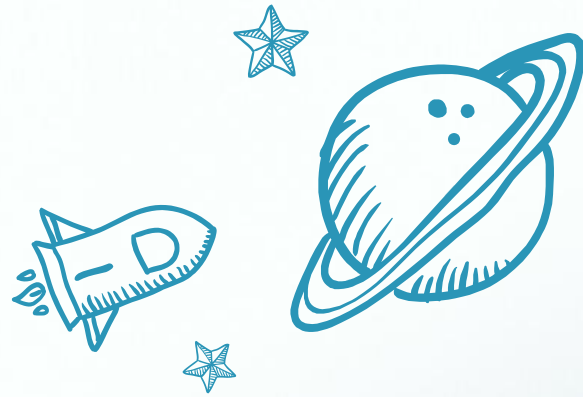


IN THIS PRESENTATION WE WILL COVER:

- + End of Grade Testing Dates
- + 3-5 Testing Specifications
- + Test Prep suggestions
- + Sample Question Resources
- + Strategies for easing test anxiety

**PLEASE HOLD QUESTIONS
UNTIL THE END.**





LOGISTICS



YATES MILL TESTING DATES

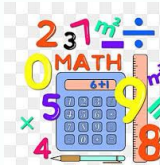
Tuesday, June 3

3–5 grade Reading



Thursday, June 5

3–5 grade Math



Tuesday, June 10

5th grade Science



Students who are absent on testing day will make up their test upon their return to school.

3rd Graders who have not met a Good Cause Exemption, and do not score proficient on the Reading EOG, will take the Read-to-Achieve test on Monday, June 9.

Students who do not score proficient, however are close, will be invited to participate in remediation and retesting on June 16 and June 17.

Test Specifications by Grade Level

All students stop to take a scheduled 3 minute break every 40 minutes.

Test Information		Number of Questions	Time (minutes)
Reading	Grades 3–5	48	120
	Grades 6–8	52	(180 maximum)
	2 Three-Minute Breaks		6
	General Instructions		12
	Total		138
Mathematics	Grades 3 and 4	46	120 (180 maximum)
	Grade 5	48	
	Grades 6–8	53	
	2 Three-Minute Breaks		6
	General Instructions		12
	Total		138
Science	Grades 5 and 8	65	120 (180 maximum)
	2 Three-Minute Breaks		6
	General Instructions		12
	Total		138

WHAT'S ON THE READING EOG?

Students in grades 3–5 will read a variety of passages.

- Informational text (about 50%)
- Literary text (about 40%)
- Language Standards (about 10%)

They will read roughly 5 different passages with 6–8 items associated with each. Students will have blank paper and pencils.



THERE ARE INTERACTIVE TOOLS

[STUDENT NAME] [SCHOOL NAME] Question 1 of 40
Form 5056

Flag X

What is the meaning of *pecked* in paragraph 2?

The text below is divided into two parts. After each part are questions you will need to answer.

The Great Escape (Part 1)

by Susan Mitsch

The county was full of farms—farms here, farms there, farms everywhere. In the middle of the county fairgrounds sat the poultry tent. And in the middle of the poultry tent sat Rhode Island Red, the rooster.

② One morning, Red pecked at the latch on his cage. No one noticed. He opened the door to his cage. No one noticed. He hopped to the ground. No one noticed. He pecked open eight other cages. Eight chickens hopped out. A water boy noticed the chickens. "Hey! Stop!" he cried, and suddenly the chase was on!

First ◀ Back ◀ Pause || Next ▶▶ Review ▶▶

Students can:

- 1) Flag questions to come back to
- 2) Scroll down the text
- 3) Highlight
- 4) Eliminate answer choices
- 5) Take notes/annotate

THEY CAN REVIEW THEIR ANSWERS

[STUDENT NAME]

[SCHOOL NAME]
Form 5056

Review

Test Summary

You have reached the end of the Test.

You answered 0 out of 40 question(s) and flagged 0 question(s) in this section.

You may return to questions in this section by clicking on an question number in the Section Review area below or clicking the Back button.

Otherwise, click the End Test button if you have finished reviewing this section and are ready to complete the Test.

Section Review

Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Answered																					
Flagged																					
Question	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
Answered																					
Flagged																					

Back



Exit



End Test

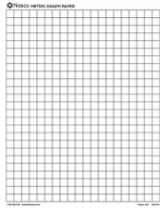


THE MATH EOG HAS TWO SECTIONS

USING A
CALCULATOR IS NOT
CHEATING!

Calculator Inactive

Students are provided with blank paper, graph paper, and a pencil.



Calculator Active

Students have access to both an online calculator in the testing platform and a handheld calculator that they have used in the classroom all year.



Once students finish the calculator inactive section, they review their work and move on. **They are not permitted to go back into the “inactive” section once they receive their calculators and move on to the “active” section.**

MATH QUESTIONS HAVE THE SAME INTERACTIVE

FEAT

[STUDENT NAME]

[SCHOOL NAME]

Question 4 of 20

Form 3377

Section 1 of 2



The body and head of a fox measure $19\frac{4}{5}$ inches, and its tail measures $10\frac{4}{5}$ inches. What is the total length of the fox?

- (A) $30\frac{8}{10}$ inches
- (B) $30\frac{3}{5}$ inches
- (C) $29\frac{8}{10}$ inches
- (D) $29\frac{3}{5}$ inches

First ◀

Back ◀

Pause ||

Next ▶

Review ▶

PER DPI, ALL END OF
GRADE TESTS WILL
TAKE PLACE **ONLINE**
THIS YEAR ACROSS
THE STATE.



Don't worry, your children have been practicing with this format all year.
All NC Check Ins were administered online all year.

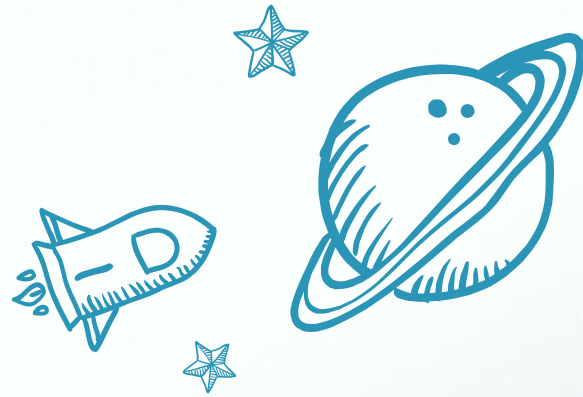


It is very important that your child's District issued chromebook is in good working condition. In addition, your child may prefer to use an external mouse and **this is allowed**. Headphones or earbuds are also allowed for students with a read aloud accommodation. If your child prefers their own, please send in a pair.



WE WILL ASK STUDENTS TO LEAVE DEVICES AT SCHOOL ON MAY 24.

In order to ensure all devices are at school and charged for testing, we will ask that devices stay at school May 24 – end of testing.



TESTING DAYS



WHAT DO TESTING DAYS LOOK LIKE?

- ❑ We start as early in the day as possible, as soon as all buses are on campus and students have had breakfast.
- ❑ Students can have water at breaks.
- ❑ Students can use the restroom as needed.
- ❑ Once testing is over students will eat lunch and have recess. Students who may need additional time will have it after lunch (not to exceed the regulation time unless indicated in an IEP or 504).

All classes will eat lunch in their classrooms. Specials schedules will be impacted as we will need ALL available staff in order to administer EOGs.

TESTING ACCOMMODATIONS

Students with testing accommodations documented in an IEP or 504 plan will receive their accommodations.

In some instances this may mean they will leave their teacher to test with a different teacher in a smaller setting.

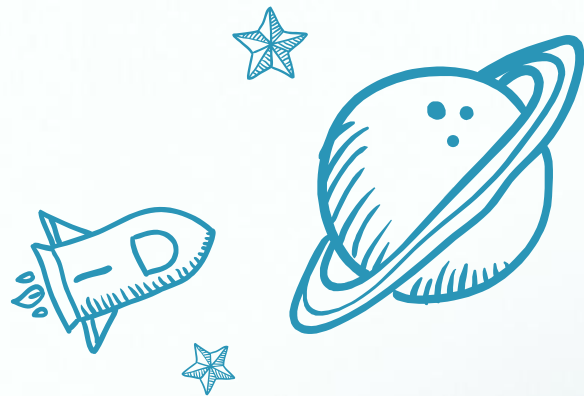


YOUR CHILD CAN
PRACTICE AT HOME WITH
RELEASED ITEMS FROM
DPI



A 2x2 grid of icons is shown, each in a white square with a black border. A red arrow points from the text on the left towards this grid. The top-left icon shows the 'NC TEST' logo with the word 'Login' below it. The top-right icon shows the 'CTE' logo with the word 'Login' below it. The bottom-left icon shows the 'NC TEST' logo with a document icon and the words 'Released Items' below it. The bottom-right icon shows the 'NC TEST' logo with gear icons and the word 'Tutorial' below it.





HOW CAN YOU HELP?



TOP WAYS YOU CAN HELP YOUR CHILD ON TESTING DAYS:

- 1) Be sure your child goes to bed on time and has breakfast.
- 2) Be sure your child is **PRESENT** and **ON TIME** on testing days.

If a student arrives to school and their class has already started the testing session, they will have to remain in the office until testing is over and retake on a different day.

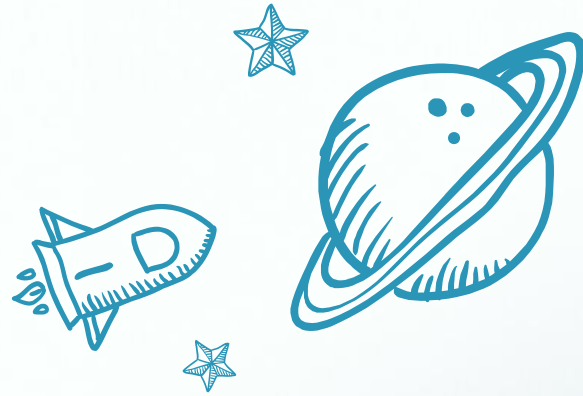
If your child is sick on their scheduled testing day(s), they will do makeup testing the week of June 5.

- 3) Reassure them it's only a test.
- 4) Praise their effort, not their score.

PLEASE AVOID:

- Scheduling trips or non-urgent appointments during the testing dates. Your child will be most comfortable testing with his/her teacher on the normal testing day with his/her class.
- Trying to contact your child on a device during testing. All cell phones and smart watches will be collected during testing.
- Stressing your child out about testing.





COPING STRATEGIES

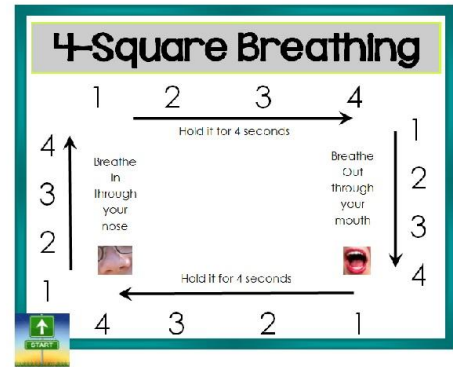


Signs of Anxious Feelings

- ❑ Headaches
- ❑ Nausea / upset stomach
- ❑ Sweating
- ❑ Fast heartbeat
- ❑ Difficulty breathing
- ❑ Worrying about all the “What If” questions
- ❑ Difficulty falling asleep or staying asleep

Calming Strategies to Practice at Home

- ❑ Practice controlled breathing together
- ❑ Make a test-day mantra & have your child practice repeating it in their head
- ❑ Practice grounding exercises
- ❑ Keep a positive attitude about testing in general around your child and emphasize their ability to demonstrate what they have learned.



Help to Change Their Thinking to POSITIVE Thoughts & Growth Mindset

- ❑ Check in on their thoughts about EOG
 - ❑ Are they absolutely true?
 - ❑ Are they based on facts?
 - ❑ Are they assuming the worst or jumping to conclusions?

Help them replace these negative thoughts with more realistic and positive thoughts

WHAT CAN I SAY TO MYSELF?

INSTEAD OF ...	TRY THINKING ...
• I'm not good at this.	• What am I missing?
• I'm awesome at this.	• Im on the right track.
• I give up.	• I'll use some of the strategies we've learnt.
• This is too hard.	• This may take some time and effort.
• I can't make this any better.	• I can always improve so I'll keep trying.
• I just can't do...	• I'm going to train my brain at...
• I made a mistake.	• Is it really my best work?.
• It's good enough.	• Good thing the alphabet has 25 more letters.
• Plan A didn't work.	

How you can support your child on a social/emotional level AFTER the test

Praise Efforts NOT Results





Thank you for attending!