



Assessment Guide

# Grade 4



# Georgia Milestones Grade 4 EOG Assessment Guide

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### THE GEORGIA MILESTONES ASSESSMENT SYSTEM

The purpose of the Georgia Student Assessment Program is to measure student achievement of the state-adopted content standards and inform efforts to improve teaching and learning. Results of the assessment program are utilized to identify students failing to achieve mastery of content, to provide educators with feedback about instructional practice, and to assist school districts in identifying strengths and weaknesses in order to establish priorities in planning educational programs.

The State Board of Education is required by Georgia law (O.C.G.A. §20-2-281) to adopt assessments designed to measure student achievement relative to the knowledge and skills set forth in the state-adopted content standards. The Georgia Milestones Assessment System (Georgia Milestones) fulfills this requirement and, as a key component of Georgia's Student Assessment Program, is a comprehensive summative assessment program spanning grade 3 through high school. Georgia Milestones measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in Language Arts, Mathematics, Science, and Social Studies. Students in grades 3–8 take an end-of-grade assessment in each content area, while high school students take an end-of-course assessment for each of the eight courses designated by the State Board of Education. In accordance with State Board Rule, Georgia Milestones end-of-course measures serve as the final exams for the specified high school courses.

The main purpose of Georgia Milestones is to inform efforts to improve student achievement by assessing student performance on the standards specific to each course or subject/grade tested. Specifically, Georgia Milestones is designed to provide students and their parents with critical information about the students' achievement and, importantly, their preparedness for the next educational level. The assessment system is a critical informant of the state's accountability measure, the College and Career Ready Performance Index (CCRPI), providing an important gauge about the quality of the educational services and opportunities provided throughout the state. The ultimate goal of Georgia's assessment and accountability system is to ensure that all students are provided the opportunity to engage with high-quality content standards, receive high-quality instruction predicated upon those standards, and are positioned to meet high academic expectations.

Features of the Georgia Milestones Assessment System include:

- open-ended (constructed-response) items in Language Arts and Mathematics (all grades and courses);
- a writing component (in response to passages read by students) at every grade level and course within the Language Arts assessment;
- norm-referenced items in all content areas and courses to complement the criterion-referenced information and to provide a national comparison; and
- a transition to online administration over time, with online administration considered the primary mode of administration and paper/pencil as a back-up until the transition is complete.

The primary mode of administration for the Georgia Milestones program is online, with the goal of completing the transition from paper/pencil within five years after the inaugural administration (i.e., the

2014–2015 school year). Paper/pencil test materials (such as Braille) will remain available for students with disabilities who may require them in order to access the assessment.

Georgia Milestones follows guiding principles to help ensure that the assessment system:

- is sufficiently challenging to ensure Georgia students are well positioned to compete with other students across the United States and internationally;
- is intentionally designed across grade levels to send a clear signal of student academic progress and preparedness for the next level, be it the next grade level, course, or college or career;
- is accessible to all students, including those with disabilities or limited English proficiency, at all achievement levels;
- supports and informs the state’s educator effectiveness initiatives, ensuring items and forms are appropriately sensitive to quality instructional practices; and
- accelerates the transition to online administration, allowing—over time—for the inclusion of innovative technology-enhanced items.

### **Georgia Milestones End-of-Grade (EOG) Assessments**

As previously mentioned, Georgia law (§20-2-281) mandates that the State Board of Education adopt annual measures of student achievement in the content areas of English Language Arts (ELA), Mathematics, Science, and Social Studies in grades 3 through 8. Students must participate in the Georgia Milestones content areas measured at the end of each grade in which they are enrolled. State law further mandates that student achievement in reading, as measured as a component of the Georgia Milestones English Language Arts (ELA) EOG assessment, be utilized in promotion and retention decisions for students in grades 3, 5, and 8, while student achievement in mathematics, as measured by the Georgia Milestones Mathematics EOG assessment, be considered in grades 5 and 8. Students who fail to demonstrate grade-level achievement on these measures must receive remediation and be offered an opportunity for a retest prior to consideration for promotion to grades 4, 6, and 9 (§20-2-283 and State Board of Education Rule 160-4-2-.11).

Results of the EOG assessments, according to the legislated and identified purposes, must:

- provide a valid measure of student achievement of the state content standards across the full achievement continuum;
- provide a clear signal of each student’s preparedness for the next educational level (i.e., grade);
- allow for the detection of the academic progress made by each student from one assessed grade to the next;
- be suitable for use in promotion and retention decisions at grades 3 (reading), 5 (reading and mathematics), and 8 (reading and mathematics);
- support and inform educator effectiveness measures; and
- inform state and federal accountability measures at the school, district, and state levels.

### **Assessment Guide**

The Georgia Milestones Grade 4 EOG Assessment Guide is provided to acquaint Georgia educators and other stakeholders with the structure and content assessed by the tests. Importantly, this guide is not intended to inform instructional planning. It is essential to note that there are a small number of content

standards that are better suited for classroom or individual assessment rather than large-scale summative assessment. While those standards are not included on the tests, and therefore are not included in this Assessment Guide, the knowledge, concepts, and skills inherent in those standards are often required for the mastery of the standards that are assessed. Failure to attend to all content standards within a content area can limit a student’s opportunity to learn and show what he or she knows and can do on the assessments.

The Georgia Milestones Grade 4 EOG Assessment Guide is in *no way* intended to substitute for the state-mandated content standards; it is provided to help educators better understand the structure and content of the assessments, *but is not all encompassing of the knowledge, concepts and skills covered in Grade 4 or assessed on the tests*. The state-adopted content standards and associated standards-based instructional resources, such as the Content Frameworks, should be used to plan instruction. This Assessment Guide can serve as a *supplement* to those resources, in addition to any locally developed resources, **but should not be used in isolation**. In principle, this Assessment Guide is intended to be descriptive of the assessment program and should not be considered all-inclusive. The state-adopted content standards are located at [www.georgiastandards.org](http://www.georgiastandards.org).

### TESTING SCHEDULE

The Georgia Milestones Grade 4 EOG assessment is offered during the Main Administration each spring and one Summer Administration for retests. Please note that there will be no retest administrations during the 2014–2015 school year.

Students will take the Georgia Milestones Grade 4 EOG assessment on days specified by their local school district during the testing window. Each district determines a local testing window within the state-designated testing window.

### DEPTH OF KNOWLEDGE DESCRIPTORS

Items found on the Georgia Milestones assessments, including the Grade 4 EOG assessment, are developed with a particular emphasis on cognitive complexity, or Depth of Knowledge (DOK). DOK is measured on a scale of 1 to 4 and refers to the level of cognitive demand required to complete a task (or in this case, an assessment item). The higher the level, the more *complex* the assessment; however, higher levels do not necessarily mean *more difficult* items. For instance, a question can have a low DOK but a medium or even high difficulty level. Conversely, a DOK 4 question may have a low difficulty level but still require a great deal of cognitive thinking (e.g., analyzing and synthesizing information instead of just recalling it). The following descriptions and table show the expectations of the four DOK levels in greater detail.

**Level 1** (Recall of Information) generally requires students to identify, list, or define, often asking them to recall who, what, when, and where. Consequently, this level usually asks students to recall facts, terms, concepts, and trends and may ask them to identify specific information contained in documents, excerpts, quotations, maps, charts, tables, graphs, or illustrations. Items that require students to

“describe” and/or “explain” could be classified at Level 1 or Level 2 depending on what is to be described and/or explained. A Level 1 “describe” and/or “explain” would require students to recall, recite, or reproduce information.

**Level 2** (Basic Reasoning) includes the engagement of some mental processing beyond recalling or reproducing a response. A Level 2 “describe” and/or “explain” would require students to go beyond a description or explanation of recalled information to describe and/or explain a result or “how” or “why.”

**Level 3** (Complex Reasoning) requires reasoning, using evidence, and thinking on a higher and more abstract level than Level 1 and Level 2. Students will go beyond explaining or describing “how and why” to justifying the “how and why” through application and evidence. Level 3 questions often involve making connections across time and place to explain a concept or “big idea.”

**Level 4** (Extended Reasoning) requires the complex reasoning of Level 3 with the addition of planning, investigating, applying significant conceptual understanding, and/or developing that will most likely require an extended period of time. Students should be required to connect and relate ideas and concepts *within* the content area or *among* content areas in order to be at this highest level. The distinguishing factor for Level 4 would be evidence through a task, product, or extended response that the cognitive demands have been met.

The table on the next page identifies skills that students will need to demonstrate at each DOK level, along with sample question cues appropriate for each level.

**Depth of Knowledge Skills and Question Cues**

Level	Skills Demonstrated	Question Cues
<p><b>Recall of Information</b></p> <p><b>Level 1</b></p>	<ul style="list-style-type: none"> <li>• Make observations</li> <li>• Recall information</li> <li>• Recognize formulas, properties, patterns, processes</li> <li>• Know vocabulary, definitions</li> <li>• Know basic concepts</li> <li>• Perform one-step processes</li> <li>• Translate from one representation to another</li> <li>• Identify relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Tell what, when, or where</li> <li>• Find</li> <li>• List</li> <li>• Define</li> <li>• Identify; label; name</li> <li>• Choose; select</li> <li>• Compute; estimate</li> <li>• Express as</li> <li>• Read from data displays</li> <li>• Order</li> </ul>
<p><b>Basic Reasoning</b></p> <p><b>Level 2</b></p>	<ul style="list-style-type: none"> <li>• Apply learned information to abstract and real-life situations</li> <li>• Use methods, concepts, theories in abstract and real life situations</li> <li>• Perform multi-step processes</li> <li>• Solve problems using required skills or knowledge (requires more than habitual response)</li> <li>• Make a decision about how to proceed</li> <li>• Identify and organize components of a whole</li> <li>• Extend patterns</li> <li>• Identify/describe cause and effect</li> <li>• Recognize unstated assumptions, make inferences</li> <li>• Interpret facts</li> <li>• Compare or contrast simple concepts/ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Apply</li> <li>• Calculate; solve</li> <li>• Complete</li> <li>• Describe</li> <li>• Explain how; demonstrate</li> <li>• Construct data displays</li> <li>• Construct; draw</li> <li>• Analyze</li> <li>• Extend</li> <li>• Connect</li> <li>• Classify</li> <li>• Arrange</li> <li>• Compare; contrast</li> </ul>
<p><b>Complex Reasoning</b></p> <p><b>Level 3</b></p>	<ul style="list-style-type: none"> <li>• Solve an open-ended problem with more than one correct answer</li> <li>• Create a pattern</li> <li>• Generalize from given facts</li> <li>• Relate knowledge from several sources</li> <li>• Draw conclusions</li> <li>• Make predictions</li> <li>• Translate knowledge into new contexts</li> <li>• Compare and discriminate between ideas</li> <li>• Assess value of methods, concepts, theories, processes, formulas</li> <li>• Make choices based on a reasoned argument</li> <li>• Verify the value of evidence, information, numbers, data</li> </ul>	<ul style="list-style-type: none"> <li>• Plan; prepare</li> <li>• Predict</li> <li>• Create; design</li> <li>• Ask “what if?” questions</li> <li>• Generalize</li> <li>• Justify; explain why; support; convince</li> <li>• Assess</li> <li>• Rank; grade</li> <li>• Test; judge</li> <li>• Recommend</li> <li>• Select</li> <li>• Conclude</li> </ul>

Level	Skills Demonstrated	Question Cues
<b>Extended Reasoning</b>  <b>Level 4</b>	<ul style="list-style-type: none"> <li>• Analyze and synthesize information from multiple sources</li> <li>• Examine and explain alternative perspectives across a variety of sources</li> <li>• Describe and illustrate how common themes are found across texts from different cultures</li> <li>• Apply mathematical models to illuminate a problem or situation</li> <li>• Design a mathematical model to inform and solve a practical or abstract situation</li> <li>• Combine and synthesize ideas into new concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Design</li> <li>• Connect</li> <li>• Synthesize</li> <li>• Apply concepts</li> <li>• Critique</li> <li>• Analyze</li> <li>• Create</li> <li>• Prove</li> </ul>

## SCORES

Students will receive an EOG scale score, an achievement level designation, and a number correct out of the number possible on items aligned to the state content standards. Students will also receive scores on norm-referenced items that allow comparison to a national group of students. Additional information on the items contributing to these scores is found in the Description of Test Format and Organization section for English Language Arts (ELA), Mathematics, Science, and Social Studies.

Selected-response items are machine scored. The Science and Social Studies assessments consist of only selected-response items. However, the English Language Arts (ELA) assessment consists of a variety of item types that contribute to the student’s score, including selected-response, constructed-response, extended constructed-response, and extended writing-response. Likewise, the Mathematics assessment consists of selected-response, constructed-response, and extended constructed-response items. Items that are not machine scored—i.e., constructed-response, extended constructed-response, and extended writing-response items—require rubrics for manual scoring.



## ENGLISH LANGUAGE ARTS (ELA)

### Description of Test Format and Organization

The Georgia Milestones EOG assessment is primarily a criterion-referenced test, designed to provide information about how well a student has mastered the grade-level state-adopted content standards in English Language Arts (ELA). Each student will receive one of four proficiency levels, depending on how well the student has mastered the content standards. In addition to criterion-referenced information, the Georgia Milestones measures will also include a limited sample of nationally norm-referenced items to provide a signal of how Georgia students are achieving relative to their peers nationally. The norm-referenced information provided is supplementary to the criterion-referenced proficiency designation and will not be utilized in any manner other than to serve as a barometer of national comparison. Only the criterion-referenced scores and proficiency designations will be utilized in the accountability metrics associated with the assessment program (such as student growth measures, educator effectiveness measures, or the CCRPI).

The Grade 4 English Language Arts (ELA) EOG assessment consists of a total of 60 items, 54 of which are operational items (and contribute to a student's criterion-referenced and/or norm-referenced score) and 6 of which are field test items (newly written items that are being tried out and do not contribute to the student's score). The criterion-referenced score, and proficiency designation, is comprised of 44 items, for a total of 55 points. Students will respond to a variety of item types, including selected-response, constructed-response, extended constructed-response, and extended writing-response items. Of the 54 operational items, 20 will be norm-referenced and will provide a national comparison in the form of a national percentile rank. Ten of the items have been verified as aligned to the course content standards by Georgia educators and will therefore contribute to the criterion-referenced proficiency designation. The other 10 items will contribute only to the national percentile rank and be provided as supplemental information. Only items that are aligned to the state-adopted content standards will be utilized to inform the criterion-referenced score.

With the inclusion of the norm-referenced items, students may encounter items for which they have not received direct instruction. These items will not contribute to the student's criterion-referenced proficiency designation; only items that align to the course content standards will contribute to the criterion-referenced score. Students should be instructed to try their best should they ask about an item that is not aligned to the content they have learned as part of the course.

## Grade 4 English Language Arts (ELA) EOG Assessment Design

Description	Number of Items	Points for CR <sup>1</sup> Score	Points for NRT <sup>2</sup> Feedback
CR Selected-Response Items	30	30	0
NRT Selected-Response Items	20 <sup>3</sup>	10 <sup>4</sup>	20
CR Constructed-Response Items	3	8	0
CR Extended Writing-Response Items	1	7	0
CR Field Test Items	6	0	0
<b>Total Items/Points<sup>5</sup></b>	<b>60</b>	<b>55</b>	<b>20</b>

<sup>1</sup>CR—Criterion-Referenced: items aligned to state-adopted content standards

<sup>2</sup>NRT—Norm Referenced Test: items that will yield a national comparison; may or may not be aligned to state-adopted content standards

<sup>3</sup>Of these items, 10 will contribute to both the CR scores and NRT feedback. The other 10 of these items will contribute to NRT feedback only and will not impact the student’s proficiency designation, scale score, or grade conversion.

<sup>4</sup>Alignment of national NRT items to course content standards was verified by a committee of Georgia educators. Only approved, aligned NRT items will contribute to a student’s CR proficiency designation, scale score, and grade conversion score.

<sup>5</sup>Total number of items contributing to CR score: 44; total points: 55; total number of items contributing to NRT feedback: 20; total points: 20

The test will be given in three sections. Students may have up to 70 minutes per section to complete Sections 1 and 2. Students will be given a maximum of 90 minutes to complete Section 3, which includes the extended writing-response. The total estimated testing time for the Grade 4 English Language Arts (ELA) EOG assessment ranges from approximately 190 to 230 minutes. Total testing time describes the amount of time students have to complete the assessment. It does not take into account the time required for the test examiner to complete pre-administration and post-administration activities (such as reading the standardized directions to students). Sections 1 and 2 must be scheduled to be administered on the same day in one test session following the district’s testing protocols for the EOG measures (in keeping with state guidance). Section 3, which focuses on writing, must be administered on a separate day following the completion of Sections 1 and 2.

### Content Measured

The Grade 4 English Language Arts (ELA) assessment will measure the standards that are enumerated for Grade 4 as described on [www.georgiastandards.org](http://www.georgiastandards.org).

The content of the assessment is organized into two groupings, or domains, of standards for the purposes of providing feedback on student performance. A content domain is a reporting category that *broadly* describes and defines the content of the course, as measured by the EOG assessment. The standards for Grade 4 English Language Arts (ELA) are grouped into two domains: Reading/Vocabulary and Writing/Language. Each domain was created by organizing standards that share similar content characteristics. The content standards describe the level of expertise that Grade 4 English Language Arts (ELA) educators should strive to develop in their students. Educators should refer to the content

standards for a full understanding of the knowledge, concepts, and skills subject to be assessed on the EOG assessment.

The approximate proportional number of points associated with each domain is shown in the following table. A range of cognitive levels will be represented on the Grade 4 English Language Arts (ELA) EOG assessment. Educators should always use the content standards when planning instruction.

### Grade 4 English Language Arts (ELA): Domain Structures and Content Weights

Domain	Standard	Approximate Weight
<b>Reading and Vocabulary</b>	ELACC4RI1 ELACC4RI2 ELACC4RI3 ELACC4RI4 ELACC4RI5 ELACC4RI6 ELACC4RI7 ELACC4RI8 ELACC4RI9 ELACC4RL1 ELACC4RL2 ELACC4RL3 ELACC4RL4 ELACC4RL5 ELACC4RL6 ELACC4RL7 ELACC4RL9 ELACC4L4 (4a, 4b, 4c) ELACC4L5 (5a, 5b, 5c)	53%
<b>Writing and Language</b>	ELACC4W1 (1a, 1b, 1c, 1d) ELACC4W2 (2a, 2b, 2c, 2d, 2e) ELACC4W3 (3a, 3b, 3c, 3d, 3e) ELACC4W4 ELACC4W7 ELACC4W8 ELACC4W9 ELACC4L1 (1a, 1b, 1c, 1d, 1e, 1f, 1g) ELACC4L2 (2a, 2b, 2c, 2d) ELACC4L3 (3a, 3b, 3c)	47%

## Item Types

The English Language Arts (ELA) portion of the Grade 4 EOG assessment consists of selected-response, constructed-response, extended constructed-response, and extended writing-response items.

A selected-response item, sometimes called a multiple-choice item, is defined as a question, problem, or statement that appears on a test followed by several answer choices, sometimes called options or response choices. The incorrect choices, called distractors, usually reflect common errors. The student's task is to choose, from the alternatives provided, the best answer to the question posed in the stem (the question). The English Language Arts (ELA) selected-response items will have four answer choices.

A constructed-response item asks a question and solicits the student to provide a response he or she constructs on his or her own, as opposed to selecting from options provided. The constructed-response items on the EOG assessment will be worth two points. Partial credit may be awarded.

An extended constructed-response item is a specific type of constructed-response item that elicits a longer, more detailed response from the student than a two-point constructed-response item. The extended constructed-response items on the EOG assessment will be worth four points. For English Language Arts (ELA), the student will respond to a narrative prompt based on a passage the student has read, and the response will be scored for the Writing/Language domain. Partial credit may be awarded.

The extended writing-response items require students to write an opinion piece or develop an informative/explanatory response. The extended writing-response, or writing task, includes two passages, three selected-response items, and one constructed-response item that scaffold students' understanding of the passage(s). Two of the selected-response items will address each of the passages separately. One selected-response item and the constructed-response item will address both of the passages together. All four items contribute to the Reading/Vocabulary domain. These items will be followed by an extended writing-prompt, which requires the student to draw from reading experiences when writing an essay response and to cite evidence from the passage(s) to support claims and conclusions in the essay. The writing task is worth seven points.

## English Language Arts (ELA) Example Items

Example items, which are representative of three DOK levels across various Grade 4 English Language Arts (ELA) content domains, are provided on the following pages. **All example and sample items contained in this guide are the property of the Georgia Department of Education.**

**Example Items 1 and 2**

Read the article “Hide and Seek” and answer example items 1 and 2.

**Hide and Seek**

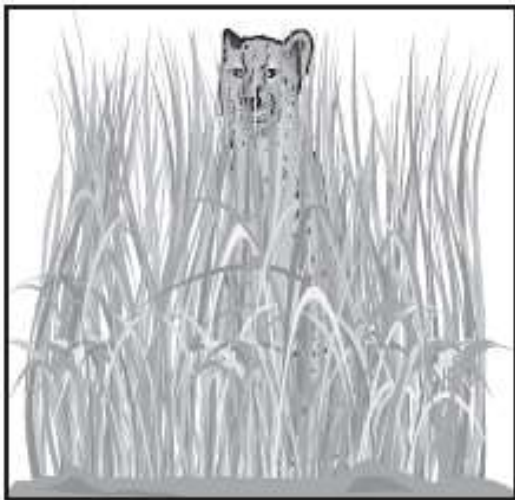
Soldiers in the United States Army wear uniforms that are covered with patches of green, brown, and tan. The pattern on these uniforms is called camouflage. It is used to help soldiers blend in with their surroundings. Humans are not the only ones who use camouflage. Animals use camouflage as well.

**Hiding with Colors**

If someone wants to hide at night, what color should the person wear? Dressing in black will help him or her blend in with the night sky. Some animals also have colors that help them blend in. The white fur on the polar bear makes it hard to see in the snow. The arctic fox changes color twice a year. In the winter, the fox turns white so it can blend in with the snow. In the summer, the fox turns brown so it can blend in with dry grass and bushes.

**Hiding with Patterns**

In addition to colors, patterns are useful for blending in. Stripes and spots help animals blend in with the different colors and shadows in their surroundings. Baby deer have white spots that look just like the sunlight's pattern of light and dark. When sunlight falls between leaves and branches in the forest, the baby deer are safely hidden. Cheetahs also have dark spots that help them blend with the sun's light and dark patterns.

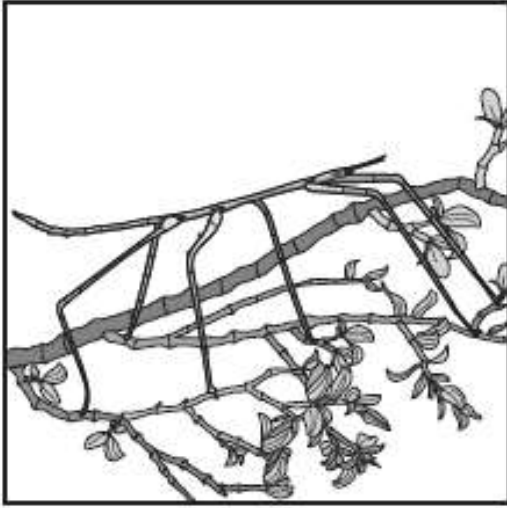
**Hiding by Imitation**

Some animals imitate, or pretend to be, other animals. For example, some king snakes have stripes. These stripes make the king snakes look like coral snakes. Coral snakes use a poisonous liquid called venom when they bite. Other animals and people stay away from king snakes because they think they are poisonous coral snakes. This helps king snakes stay safe.

**Hiding by Disguise**

Many insects use a disguise, or costume, to help them hide. Imagine looking at a leaf and then seeing it fly away! The leaf is actually the South Indian Blue Oakleaf butterfly. The stick insect resembles the branches of the plant it lives on. This makes it very hard to find!

Camouflage is useful for both humans and animals. It is interesting to learn about all the ways there are to hide!



### Example Item 1

DOK Level: 2

**English Language Arts (ELA) Grade 4 Content Domain:** Reading and Vocabulary

**Standard:** ELACC4RI7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

**Which of these BEST explains why the picture of the cheetah is included in the passage?**

- A to show that a cheetah likes to sit in the grass
- B to show the way a cheetah hunts animals in the grass
- C to show that a cheetah is the same height as the grass
- D to show the way a cheetah uses its spots to hide in the grass

**Correct Answer:** D

**Explanation of Correct Answer:** The correct answer is choice (D) to show the way a cheetah uses its spots to hide in the grass. This image helps clarify a concept that can be hard for readers to imagine based solely on the text. Choice (A) is incorrect because the passage does not discuss what cheetahs like to do, so the image cannot support that interpretation. Choice (B) is incorrect because the passage does not discuss how cheetahs hunt, so readers do not need clarification. Choice (C) is incorrect because the passage does not discuss the cheetah's height, so the image would not need to clarify that for the reader.

**Example Item 2**
**DOK Level:** 3

**English Language Arts (ELA) Grade 4 Content Domain:** Reading and Vocabulary

**Standard:** ELACC4RI1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**What would MOST LIKELY happen if the arctic fox did not change color twice a year? Use details from the passage to support your answer.**
**Scoring Rubric**

Points	Description
2	The response achieves the following: <ul style="list-style-type: none"> <li>gives sufficient evidence of the ability to draw a conclusion based on the text and to explain the support for a conclusion drawn about the text</li> <li>includes specific examples/details that make clear reference to the text</li> <li>adequately explains the conclusion drawn with clearly relevant information based on the text</li> </ul>
1	The response achieves the following: <ul style="list-style-type: none"> <li>gives limited evidence of the ability to draw a conclusion based on the text or to explain the support for a conclusion drawn about the text</li> <li>includes vague/limited examples/details that make reference to the text</li> <li>explains the conclusion drawn with clearly relevant information based on the text</li> </ul>
0	The response achieves the following: <ul style="list-style-type: none"> <li>gives no evidence of the ability to draw a conclusion based on the text or to explain the support for a conclusion drawn about the text</li> </ul> OR <ul style="list-style-type: none"> <li>draws a conclusion, but includes no examples or no examples/details that make reference to the text</li> </ul> OR <ul style="list-style-type: none"> <li>draws a conclusion, but includes no explanation or no relevant information from the text</li> </ul>

**Exemplar Response**

Points Awarded	Response
2	<i>The arctic fox would not be safe from other animals during part of the year if it did not change color. If it stayed white during the summer, it couldn't hide in the grass and bushes. If it stayed brown during the winter, it would be seen in the snow.</i>
1	<i>The arctic fox would not be safe from other animals during part of the year if it did not change color. It would be seen in winter if it was brown.</i>
0	<i>The arctic fox would be killed if it didn't change color.</i>

**Example Item 3****DOK Level:** 4**English Language Arts (ELA) Grade 4 Content Domain:** Writing and Language**Standard:** ELACC4W1b. Provide reasons that are supported by facts and details.

**In this section, you will read two different arguments about giving regular allowances. You will write an opinion essay about which argument is better supported by facts.**

**Before you begin planning and writing, read the two texts:**

1. “A Regular Allowance for Doing Chores”
2. “Allowance as a Reward”

**As you read the texts, think about what details from each you might use in your opinion essay.**

**A Regular Allowance for Doing Chores**

Many experts say it is important to give children a regular allowance (usually a small amount of money) for doing chores. It teaches them how to be responsible, how to manage money, and to value working hard. Earning money for doing chores allows children to practice important decision-making skills.

It is important for young children to practice being responsible for something. A child may not be thankful for something if he or she receives it too easily. On the other hand, a child who must use his or her allowance to buy something is likely to learn the value of hard work. The child will have a chance to experience the reward that comes from hard work, even if the hard work is not fun.

Another good thing about earning a regular allowance is the chance for a child to practice planning to buy something. An important part of planning is being patient. In order to plan well for a purchase, a child must think ahead about the total cost of the item he or she wishes to buy. Then the child must plan for how long he or she must save to buy it.

Some people say that one of the best ways for children to learn how to be responsible for them is to have the chance to make “safe” mistakes. For example, it is better to miss out on going to a movie when you’re young than to run out of money to pay for a home later in life.

Finally, it is important to learn that we must work hard—and wait. It is good for children to understand that they can’t buy everything they want. This helps children make smart choices about their spending. The hope is that a responsible child will grow into a responsible adult!

**Allowance as a Reward**

Many parents give their children a regular allowance for doing chores. Some experts warn that this is a bad idea. Chores should be expected, not rewarded with money. Children should do chores because it is part of what it means to be part of a family.



According to some studies, teenagers who received a regular allowance were less likely to understand the importance of hard work. Instead, these teens believed that they should be given a certain amount of money no matter what.

There are many parents who believe that an allowance should be given only as a reward for doing something well. For example, a child might receive a special reward for earning good grades, which encourages the child to keep studying. This kind of reward system can also prepare students for college. Students who earn high grades are more likely to receive extra money in the form of scholarships, which help pay for schooling.

Giving children an occasional special allowance can teach them that hard work pays, not that their parents owe them money. In addition, children will learn that being a hard worker and doing something well is a reward in itself. This kind of mindset helps children be successful. They will value working hard—money or no money.

**Now that you have read “A Regular Allowance for Doing Chores” and “Allowance as a Reward,” create a plan for your opinion essay.**

**Think about ideas, facts, definitions, details, and other information and examples you want to use. Think about how you will introduce your topic and what the main topic will be for each paragraph. Be sure to identify the sources by title or number when using details or facts directly from the sources.**

**Write an opinion essay in your own words about which argument about allowances is better supported by facts.**

**Now write your opinion essay. Be sure to:**

- **Introduce your topic.**
- **Clearly state your opinion.**
- **Organize your paper with ideas that relate to your opinion.**
- **Support your claim with reasons, examples, and details from both passages.**
- **Recognize and address alternate or opposing claims.**
- **Link opinions and reasons using words and phrases (e.g., for instance, in order to, in addition).**
- **Establish and maintain a formal style.**
- **Provide a concluding statement or section related to the information or explanation.**
- **Check your work for correct usage, grammar, spelling, and capitalization.**

To view the seven point two-trait rubric for a text-based opinion response, see page 40.

**Example of a 7-Point Response:**

*The argument for giving kids an allowance for doing chores is better supported. It has more evidence and gives better examples.*

*First, the passage explains what experts think about giving allowances. It says that the experts believe it's important, teaches kids how to be responsible, and "allows kids to practice important decision-making skills."*

*The passage "Allowance as a Reward" says, "According to some studies, teenagers who received a regular allowance were less likely to understand the importance of hard work." However, it's unclear if the studies are talking about getting a set amount of money no matter what the kids do or getting money in exchange for doing chores.*

*Even though both passages give information to support the arguments, "A Regular Allowance for Doing Chores" focuses more on its argument and doesn't waste time talking about what other people think. It gives more information about the topic.*

OR

*The passage about rewarding kids for doing well supports its argument better than the one about getting an allowance for doing chores.*

*The passage talks about studies that have been done and what parents think. This helps the reader understand the situation from more than just one side. It also addresses the opposing viewpoint, telling why it is wrong. For example, it says that studies show that when kids are given money regularly, "these teens believed that they should be given a certain amount of money no matter what."*

*On the other hand, it gives examples of the types of behaviors that could be rewarded, such as good grades. It explains that rewarding good grades can make a teen want to keep earning good grades, which will help if he or she wants to go to college.*

*The passage "Allowance as a Reward" gives a more well-rounded explanation of why that way of giving money is better and supports it with more detailed information.*

## English Language Arts (ELA) Additional Sample Items

This section has two parts. The first part is a set of 10 sample items for the English Language Arts (ELA) portion of the EOG assessment. The second part contains a table that shows for each item the standard assessed, the DOK level, the correct answer (key), and a rationale/explanation about the key and distractors. The sample items can be utilized as a mini-test to familiarize students with the item formats found on the assessment. **All example and sample items contained in this guide are the property of the Georgia Department of Education.**

**Items 1 through 8**

Use this passage to answer items 1 through 8.

**The Great Surprise**

I was sitting at the kitchen table doing my homework. I heard my parents whispering in the other room and wondered what their conversation was about. I tried to hear what they were saying, but I couldn't make it out. I bounced out of my seat and scampered to the other room.

"Mom!" I said. "Why are you and Dad whispering?"

My parents exchanged a hesitant look. "Well," said my mom, "we were discussing an exciting surprise. But we aren't sure if we should tell you."

I thought back to last year when our family had planned a visit to my grandmother. The visit was intended to be a surprise. My dad informed me about the trip, and I was supposed to keep it a secret. However, one night when I was talking on the phone to my grandmother, I spilled the beans. It was an accident! I had forgotten that the visit was a secret. I felt very bad.

"You can tell me!" I exclaimed. "I promise that I learned my lesson when I told Grandma about our visit. I won't spoil any more surprises!"

"We think you've learned your lesson, Kate," my dad responded. "We'll tell you about this surprise because we think you can keep it a secret."

I felt so relieved that my parents had decided to trust me with this exciting news! I had a feeling this time would be different.

"We are getting a dog!" exclaimed my dad. "Don't reveal it to Charlie. He'll find out on Friday when he gets home from school."

I was so excited that I almost screamed! My brother, Charlie, had been pleading with my parents for a dog for years, but they had always said no. Now he was finally going to get his wish, and he would be thrilled. Thursday and Friday were difficult days! I was tempted to tell Charlie about the dog several times, but I remembered my promise and kept my mouth firmly closed. It felt great to be true to my word.

At long last, Friday afternoon arrived. As Charlie and I walked up to our house after school, we heard a faint noise.

"What's that?" Charlie asked, turning to me with delight in his eyes. "Is that barking I hear?" He tossed his backpack aside and ran into the house. A huge smile broke over my face, and I quickly ran after him.

"A dog! I can't believe it, our very own dog!" Charlie yelled as he saw the puppy contentedly playing on the floor with one of Dad's ancient shoes from the garage.

"Yes, Charlie, our very own dog, just like you have been asking for!" my mom answered.

"Wow, what a great surprise!" Charlie said. "Kate, isn't it a great surprise?" he asked me.

"Yes, Charlie! It is a great surprise," I answered gleefully.

"And thanks to Kate," my mom said, smiling, "it really was a surprise."

I felt great for keeping my promise, and my brother was overjoyed at his surprise. I really had learned my lesson.

**Item 1**

**What is the MOST LIKELY reason Kate's parents discuss their plans by whispering?**

- A They are not sure whether Kate wants a dog.
- B They are not sure whether to tell Kate about the surprise.
- C They do not want Kate to tell her grandmother another secret.
- D They do not want to disturb Kate while she is doing her homework.

**Item 2**

**In the poem called *The Odyssey*, Odysseus faces many choices that tempt him to do things other than travel home. Which of these BEST describes the meaning of tempted as it is used in this sentence from the story?**

I was tempted to tell Charlie about the dog several times, but I remembered my promise and kept my mouth firmly closed.

- A Kate stopped thinking about keeping the secret.
- B Kate almost did something wrong by telling the secret.
- C Kate almost did something dangerous by telling the secret.
- D Kate stopped speaking to her brother because of the secret.

**Item 3**

What does the word *hesitant* mean in the sentence?

My parents exchanged a hesitant look.

- A funny
- B pleased
- C unafraid
- D uncertain

**Item 4**

When the prefix *dis-* is added to the word *contentedly* as it is used in the sentence, what is the meaning of the new word *discontentedly*?

"I can't believe it, our very own dog!" Charlie yelled as he saw the puppy contentedly playing on the floor with one of Dad's ancient shoes from the garage.

- A less upset
- B not happily
- C very satisfied
- D more peacefully

**Item 5**

What is the theme of the story, and how does the author reveal this theme? Use details from the story to support your answer.

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**Item 6**

**Which of these BEST describes Kate at the end of the story?**

- A** She discovers that it is fun to tell people secrets.
- B** She is excited because the secret is for her brother.
- C** She forgives her parents for keeping the secret from her.
- D** She is happy because she proves she can keep a secret.

**Item 7**

**Based on the story, which statement about Kate's dad is MOST LIKELY true?**

- A** He likes surprising people.
- B** He likes talking in a whisper.
- C** He has always wanted a dog.
- D** He has trouble keeping secrets.

**Item 8**

**Write a conclusion to the story that starts with Charlie asking Kate, "How did you keep the secret?"**

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**Items 9 and 10**

In this section, you will read two different arguments about giving regular allowances. You will write an opinion essay about which argument is better supported by facts.

Before you begin planning and writing, read the two texts:

1. "A Regular Allowance for Doing Chores"
2. "Allowance as a Reward"

As you read the texts, think about what details from each you might use in your opinion essay.

**A Regular Allowance for Doing Chores**

Many experts say it is important to give children a regular allowance (usually a small amount of money) for doing chores. It teaches them how to be responsible, how to manage money, and to value working hard. Earning money for doing chores allows children to practice important decision-making skills.

It is important for young children to practice being responsible for something. A child may not be thankful for something if he or she receives it too easily. On the other hand, a child who must use his or her allowance to buy something is likely to learn the value of hard work. The child will have a chance to experience the reward that comes from hard work, even if the hard work is not fun.

Another good thing about earning a regular allowance is the chance for a child to practice planning to buy something. An important part of planning is being patient. In order to plan well for a purchase, a child must think ahead about the total cost of the item he or she wishes to buy. Then the child must plan for how long he or she must save to buy it.

Some people say that one of the best ways for children to learn how to be responsible for them is to have the chance to make "safe" mistakes. For example, it is better to miss out on going to a movie when you're young than to run out of money to pay for a home later in life.

Finally, it is important to learn that we must work hard—and wait. It is good for children to understand that they can't buy everything they want. This helps children make smart choices about their spending. The hope is that a responsible child will grow into a responsible adult!

**Allowance as a Reward**

Many parents give their children a regular allowance for doing chores. Some experts warn that this is a bad idea. Chores should be expected, not rewarded with money. Children should do chores because it is part of what it means to be part of a family.

According to some studies, teenagers who received a regular allowance were less likely to understand the importance of hard work. Instead, these teens believed that they should be given a certain amount of money no matter what.

There are many parents who believe that an allowance should be given only as a reward for doing something well. For example, a child might receive a special reward for earning good grades, which

encourages the child to keep studying. This kind of reward system can also prepare students for college. Students who earn high grades are more likely to receive extra money in the form of scholarships, which help pay for schooling.

Giving children an occasional special allowance can teach them that hard work pays, not that their parents owe them money. In addition, children will learn that being a hard worker and doing something well is a reward in itself. This kind of mindset helps children be successful. They will value working hard—money or no money.

**Item 9**

**How do BOTH passages suggest that a teen will be more successful as an adult if he or she is given money in return for positive behavior? Use details from both passages to support your answer.**

A large rectangular box containing 25 horizontal lines for writing an answer.

**Item 10**

Now that you have read “A Regular Allowance for Doing Chores” and “Allowance as a Reward” and answered a question about what you have read, create a plan for your opinion essay.

Think about ideas, facts, definitions, details, and other information and examples you want to use. Think about how you will introduce your topic and what the main topic will be for each paragraph. Be sure to identify the sources by title or number when using details or facts directly from the sources.

Write an opinion essay in your own words about which argument about allowances is better supported by facts.

Now write your opinion essay. Be sure to:

- Introduce your topic.
- Clearly state your opinion.
- Organize your paper with ideas that relate to your opinion.
- Support your claim with reasons, examples, and details from both passages.
- Recognize and address alternate or opposing claims.
- Link opinions and reasons using words and phrases (e.g., for instance, in order to, in addition).
- Establish and maintain a formal style.
- Provide a concluding statement or section related to the information or explanation.
- Check your work for correct usage, grammar, spelling, and capitalization.

A large rectangular box containing 25 horizontal lines, intended for student responses.

A large rectangular box containing 25 horizontal lines, intended for writing or drawing.

## English Language Arts (ELA) Additional Sample Item Keys

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
1	ELACC4RL3	3	B	The correct answer is choice (B) They are not sure whether to tell Kate about the surprise. Whispering is something people do when they want to keep something private, so Kate's parents whisper because they do not want Kate to overhear their conversation. Choice (A) is incorrect because Kate's parents are talking about a dog for Charlie, not for Kate. Choice (C) is incorrect because Kate's parents are not planning on surprising her grandmother. Choice (D) is incorrect because Kate's parents do not mention this as a concern.
2	ELACC4RL4	2	B	The correct answer is choice (B) Kate almost did something wrong by telling the secret. The word "tempt" refers to wanting to do something wrong, but then ultimately deciding against it. Choice (A) is incorrect because Kate thinks about the secret for the entire story. Choice (C) is incorrect because even if Kate revealed the secret, no one would be in danger. Choice (D) is incorrect because the story never mentions that Kate stopped talking to her brother.
3	ELACC4L4a	2	D	The correct answer is choice (D) uncertain. People who hesitate are unsure about something, so they may look worried or concerned. Choice (A) is incorrect because being hesitant is not related to being funny. Choice (B) is incorrect because Kate's parents are unsure, not pleased. Choice (C) is incorrect because Kate's parents actually are a little worried or afraid that Kate might tell the secret.
4	ELACC4L4b	3	B	The correct answer is choice (B) not happily. The context of this sentence clearly shows that the puppy is happy, so adding the prefix "dis-" creates the opposite of "contentedly." Choice (A) is incorrect because nothing in the story indicates that the puppy was upset. Choices (C) and (D) are incorrect because the prefix "dis-" is most often used in negative words.
5	ELACC4RL2	3		See scoring rubric and exemplar responses on page 32.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
6	ELACC4RL3	3	D	The correct answer is choice (D) She is happy because she proves she can keep a secret. Choice (A) is incorrect because Kate does not tell the secret, even though she is tempted to. Choice (B) is incorrect because the secret is already revealed at the end of the story. Choice (C) is incorrect because her parents do tell her the secret.
7	ELACC4RL3	3	A	The correct answer is choice (A) He likes surprising people. Kate's dad wants to keep the puppy a secret because he enjoys the reaction of someone getting what they want without even knowing about it first. Choice (B) is incorrect because he doesn't whisper throughout the entire story. Choice (C) is incorrect because he never states whether or not he wants a dog. Choice (D) is incorrect because he is never tempted to tell Charlie the secret.
8	ELACC4W3e	4	N/A	See exemplar responses on page 33 and the four point holistic rubric on page 37.
9	ELACC4RI1	3	N/A	See scoring rubric and exemplar responses on page 34.
10	ELACC4W1b	4	N/A	See exemplar response on page 35 and the seven point two-trait rubric beginning on page 40.



## English Language Arts (ELA) Example Scoring Rubrics and Exemplar Responses

## Item 5

## Scoring Rubric

Points	Description
2	The response achieves the following: <ul style="list-style-type: none"> <li>gives sufficient evidence of the ability to determine the theme and to explain the support for the theme.</li> <li>includes specific examples/details that make clear reference to the text</li> <li>adequately explains the theme and provides an explanation with clearly relevant information based on the text.</li> </ul>
1	The response achieves the following: <ul style="list-style-type: none"> <li>gives limited evidence of the ability to determine the theme and to explain the support for the theme</li> <li>includes vague/limited examples/details that make reference to the text</li> <li>explains the theme and provides an explanation with vague/limited information based on the text</li> </ul>
0	The response achieves the following: <ul style="list-style-type: none"> <li>gives no evidence of the ability to determine the theme or to explain the support for the theme</li> </ul> OR <ul style="list-style-type: none"> <li>gives the theme or provides an explanation, but includes no examples or no examples/details that make reference to the text</li> </ul> OR <ul style="list-style-type: none"> <li>gives the theme, but includes no explanation or no relevant information from the text</li> </ul>

## Exemplar Response

Points Awarded	Response
2	<i>The theme of the story is that keeping surprises a secret can bring more happiness than revealing them. The author shows this by explaining how Kate spoiled the surprise about visiting her grandmother. When she did that, she learned that she had to be more careful about keeping surprises a secret. As a result, she keeps the secret about her parents getting Charlie a dog. She feels proud that she kept the secret because her brother was so happy and excited. All of this shows that keeping surprises a secret brings more happiness because if Kate had told Charlie about the dog earlier, he wouldn't have been as excited once he saw the dog.</i>
1	<i>The author shows that revealing secrets can ruin surprises. Thankfully, Kate doesn't do this because she learned her lesson last time. So, her brother Charlie is very surprised and happy when he sees the new dog.</i>
0	<i>The author shows that many people keep secrets for good reasons like surprising someone with a puppy.</i>

Item 8

To view the four point holistic rubric for a text-based narrative response, see page 37.

Exemplar Response

Points Awarded	Response
4	<p><i>"How did you keep the secret?" Charlie asked Kate. He knew that she was usually terrible at doing that. "I remembered how bad I felt when I ruined the surprise for Grandma. She would have been so much more excited to find out by seeing us instead of having me tell her. So after Mom and Dad told me about the dog, I kept reminding myself of how much happier you would be to find out by seeing the puppy than just having me tell you."</i></p> <p><i>Charlie looked at Kate with surprise. "You mean you did this for me!"</i></p> <p><i>"Of course!" Kate said. "I know how much you want a dog, so it was important to make getting one as special as possible."</i></p> <p><i>Charlie smiled and thanked Kate. Then the two of them got down on the floor and played with the puppy together.</i></p> <p><i>"I think I'll name him Surprise!" said Charlie. Kate agreed that was a perfect name.</i></p>
3	<p><i>"How did you keep the secret?" Charlie asked Kate. He knew that she was usually terrible at doing that. "I just kept thinking of how bad I felt about Grandma. I knew that if I did the same thing to you, I wouldn't forgive myself."</i></p> <p><i>Charlie was surprised that Kate would do something like that for him.</i></p> <p><i>"I know how much you want a dog, so it was important to make getting one as special as possible," Kate said.</i></p> <p><i>Charlie smiled and thanked her. "I think I'll name him Surprise!" Kate agreed that was a perfect name.</i></p>
2	<p><i>"How did you keep the secret" Charlie asked Kate.</i></p> <p><i>"I felt bad about grandma, I wanted to make it special for you." Kate said.</i></p> <p><i>Charlie smiled and thanked Kate. Then the two start to play with the puppy. "I name him Surprise" said Charlie. "Good idea" said Kate.</i></p>
1	<p><i>"How did you keep the secret" Charlie asked Kate.</i></p> <p><i>"I felt bad about grandma."</i></p> <p><i>Charlie was happy that Kate kept the secret.</i></p>
0	<p><i>kate kept the secret for charlie.</i></p>

Item 9

**Scoring Rubric**

Points	Description
2	The response achieves the following: <ul style="list-style-type: none"> <li>• gives sufficient evidence of the ability to refer to details and examples when supporting an inference and to explain that support</li> <li>• includes specific examples/details that make clear reference to the texts</li> <li>• adequately provides references, details, and examples or provides explanation with clearly relevant information based on the texts</li> </ul>
1	The response achieves the following: <ul style="list-style-type: none"> <li>• gives limited evidence of the ability to refer to details and examples when supporting an inference and to explain that support</li> <li>• includes vague/limited examples/details that make reference to the texts</li> <li>• references details and examples or provides explanation with vague/limited information based on the texts</li> </ul>
0	The response achieves the following: <ul style="list-style-type: none"> <li>• gives no evidence of the ability to refer to details and examples when supporting an inference or to explain that support</li> </ul> OR <ul style="list-style-type: none"> <li>• gives an explanation, but includes no examples or no examples/details that make reference to the texts</li> </ul> OR <ul style="list-style-type: none"> <li>• gives details and/or examples, but includes no explanation or no relevant information from the texts</li> </ul>

**Exemplar Response**

Points Awarded	Response
2	<i>Both passages talk about the positive outcomes of receiving money in exchange for doing something, and those things will help an adult be more successful. The first passage talks about how receiving an allowance for chores will make a kid better at decision making and will help the kid learn how to plan for buying something he or she wants. The second passage describes how a kid can learn the value of doing something well, and that will help him or her do well in a job. It also says that getting an allowance as a reward encourages kids to keep working at something. An adult who doesn't give up will be more successful.</i>
1	<i>Both passages talk about the positive outcomes of receiving money in exchange for doing something, and those things will help an adult be more successful. Both passages say that kids will learn how to do things better, and that will help them when they're older.</i>
0	<i>Both passages say kids should work hard to earn money.</i>

**Item 10**

To view the seven point two-trait rubric for a text-based opinion response, see page 40.

**Example of a 7-Point Response:**

*The argument for giving kids an allowance for doing chores is better supported. It has more evidence and gives better examples.*

*First, the passage explains what experts think about giving allowances. It says that the experts believe it's important, teaches kids how to be responsible, and "allows kids to practice important decision-making skills."*

*The passage "Allowance as a Reward" says, "According to some studies, teenagers who received a regular allowance were less likely to understand the importance of hard work." However, it's unclear whether the studies are talking about getting a set amount of money no matter what the kids do or getting money in exchange for doing chores.*

*Even though both passages give information to support the arguments, "A Regular Allowance for Doing Chores" focuses more on its argument and doesn't waste time talking about what other people think. It gives more information about the topic.*

OR

*The passage about rewarding kids for doing well supports its argument better than the one about getting an allowance for doing chores.*

*The passage talks about studies that have been done and what parents think. This helps the reader understand the situation from more than just one side. It also addresses the opposing viewpoint, telling why it is wrong. For example, it says that studies show that when kids are given money regularly, "these teens believed that they should be given a certain amount of money no matter what."*

*On the other hand, it gives examples of the types of behaviors that could be rewarded, such as good grades. It explains that rewarding good grades can make a teen want to keep earning good grades, which will help if he or she wants to go to college.*

*The passage "Allowance as a Reward" gives a more well-rounded explanation of why that way of giving money is better and supports it with more detailed information.*

## English Language Arts (ELA) Writing Rubrics

English Language Arts (ELA) items that are not machine scored—i.e., constructed-response, extended constructed-response, and extended writing-response items—are manually scored using either a holistic rubric or a two-trait rubric.

### Four Point Holistic Rubric

#### Genre: Narrative

A holistic rubric essentially has one main criterion. On the Georgia Milestones EOG assessment, a holistic rubric contains a single point scale ranging from zero to four. Each point value represents a qualitative description of the student’s work. To score an item on a holistic rubric, the scorer or reader need only choose the description and associated point value that best represents the student’s work. Increasing point values represent a greater understanding of the content and, thus, a higher score.

### Seven Point Two-Trait Rubric

#### Genre: Informational/Explanatory or Opinion

A two-trait rubric, on the other hand, is an analytic rubric with two criteria, or traits. On the Georgia Milestones EOG assessment, a two-trait rubric contains two point scales for each trait ranging from zero to four on one scale and zero to three on the other. A score is given for each of the two criteria/traits, for a total of seven possible points for the item. To score an item on a two-trait rubric, a scorer or reader must choose the description and associated point value for each criteria/trait that best represents the student’s work. The two scores are added together. Increasing point values represent a greater understanding of the content and, thus, a higher score.

On the following pages are the rubrics that will be used to evaluate writing on the Georgia Milestones Grade 4 English Language Arts (ELA) EOG assessment.

## Four Point Holistic Rubric

### Genre: Narrative

Description	Points	Criteria
<p><b>The Narrative writing task examines the writer's ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.</b></p>	<b>4</b>	<p><i>The student's response is a well-developed narrative that fully develops a real or imagined experience based on a text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Effectively establishes a situation and introduces a narrator and/or characters</li> <li>• Organizes an event sequence that unfolds naturally</li> <li>• Effectively uses narrative techniques, such as dialogue and description to develop rich, interesting experiences and events and show the responses of characters to situations</li> <li>• Uses a variety of words and phrases consistently to signal the sequence of events</li> <li>• Uses concrete words, phrases, and sensory language consistently and effectively to convey experiences and events precisely</li> <li>• Provides a conclusion that follows from the narrated experiences or events</li> <li>• Integrates ideas and details from source material effectively</li> <li>• Has very few or no errors in usage and/or conventions that interfere with meaning*</li> </ul>
	<b>3</b>	<p><i>The student's response is a complete narrative that develops a real or imagined experience based on a text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Establishes a situation and introduces one or more characters</li> <li>• Organizes events in a clear, logical order</li> <li>• Uses narrative techniques, such as dialogue and description to develop experiences and events and show the responses of characters to situations</li> <li>• Uses words and/or phrases to indicate sequence</li> <li>• Uses words, phrases, and details to convey experiences and events</li> <li>• Provides an appropriate conclusion</li> <li>• Integrates some ideas and/or details from source material</li> <li>• Has little or no errors in usage and/or conventions that interfere with meaning*</li> </ul>
	<b>2</b>	<p><i>The student's response is an incomplete or oversimplified narrative based on a text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Introduces a vague situation and at least one character</li> <li>• Organizes events in a sequence but with some gaps or ambiguity</li> <li>• Attempts to use a narrative technique, such as dialogue and description to develop experiences and events and show the responses of characters to situations</li> <li>• Uses occasional signal words to indicate sequence</li> <li>• Uses some words or phrases inconsistently to convey experiences and events</li> <li>• Provides a weak or ambiguous conclusion</li> <li>• Attempts to integrate ideas or details from source material</li> <li>• Has frequent errors in usage and conventions that sometimes interfere with meaning*</li> </ul>
	<b>1</b>	<p><i>The student's response provides evidence of an attempt to write a narrative based on a text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Provides a weak or minimal introduction of a situation or a character</li> <li>• May be too brief to demonstrate a complete sequence of events</li> <li>• Shows little or no attempt to use dialogue or description to develop experiences and events and show the responses of characters to situations</li> <li>• Uses words that are inappropriate, overly simple, or unclear</li> <li>• Provides few if any words that convey events</li> <li>• Provides a minimal or no conclusion</li> <li>• May use few if any ideas or details from source material</li> <li>• Has frequent major errors in usage and conventions that interfere with meaning*</li> </ul>
	<b>0</b>	<ul style="list-style-type: none"> <li>• The response is completely irrelevant or incorrect, or there is no response.</li> <li>• The student merely copies the text in the prompt.</li> <li>• The student copies so much text from the passages that there is not sufficient original work to be scored.</li> </ul>

\*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the Progressive Skills chart for those standards that need continued attention beyond the grade in which they were introduced.

## Seven Point Two-Trait Rubric

## Trait 1 for Informational/Explanatory Genre

Description	Points	Criteria
<p><b>Idea Development, Organization, and Coherence</b></p> <p><i>This trait contributes 4 of 7 points to the score for this genre and examines the writer's ability to effectively establish a controlling topic and to support the topic with evidence from the text(s) read and to elaborate on the topic with examples, illustrations, facts, and other details. The writer must integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence in order to create cohesion for an informative/explanatory essay.</i></p>	<p><b>4</b></p>	<p><i>The student's response is a well-developed informative/explanatory text that examines a topic in depth and conveys ideas and information clearly based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Effectively introduces a topic</li> <li>• Effectively develops the topic with multiple facts, definitions, and examples related to the topic</li> <li>• Groups related ideas together to give some organization to the writing</li> <li>• Effectively uses linking words and phrases to connect ideas within categories of information</li> <li>• Uses precise language and domain-specific vocabulary to explain the topic</li> <li>• Provides a strong concluding statement or section</li> </ul>
	<p><b>3</b></p>	<p><i>The student's response is a complete informative/explanatory text that examines a topic and presents information.</i></p> <ul style="list-style-type: none"> <li>• Introduces a topic</li> <li>• Develops the topic with facts, definitions, and details</li> <li>• Groups some related ideas together to give partial organization to the writing</li> <li>• Uses some linking words to connect ideas within categories of information, but relationships may not always be clear</li> <li>• Uses some precise language and domain-specific vocabulary to explain the topic</li> <li>• Provides a concluding statement or section</li> </ul>
	<p><b>2</b></p>	<p><i>The student's response is an incomplete or oversimplified informative/explanatory text that cursorily examines a topic.</i></p> <ul style="list-style-type: none"> <li>• Attempts to introduce a topic</li> <li>• Attempts to develop a topic with too few details, but not all of these are supported or relevant to the topic</li> <li>• Ineffectively groups some related ideas together</li> <li>• Uses few linking words to connect ideas, but not all ideas are well connected to the topic</li> <li>• Uses limited language and vocabulary that does not clearly explain the topic</li> <li>• Provides a weak concluding statement or section</li> </ul>
	<p><b>1</b></p>	<p><i>The student's response is a weak attempt to write an informative/explanatory text that examines a topic.</i></p> <ul style="list-style-type: none"> <li>• May not introduce a topic or topic is unclear</li> <li>• May not develop a topic</li> <li>• May be too brief to group any related ideas together</li> <li>• May not use any linking words to connect ideas</li> <li>• Uses vague, ambiguous, or repetitive language</li> <li>• Provides a minimal or no concluding statement or section</li> </ul>
	<p><b>0</b></p>	<ul style="list-style-type: none"> <li>• The response is completely irrelevant or incorrect, or there is no response.</li> <li>• The student merely copies the text in the prompt.</li> <li>• The student copies so much text from the passages that there is not sufficient original work to be scored.</li> </ul>

## Seven Point Two-Trait Rubric

## Trait 2 for Informational/Explanatory Genres

Description	Points	Criteria
<b>Language Usage and Conventions</b>  <i>This trait contributes 3 of 7 points for this genre and examines the writer's ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.</i>	<b>3</b>	<i>The student's response demonstrates full command of language usage and conventions.</i> <ul style="list-style-type: none"> <li>• Has clear and complete sentence structure, with appropriate range and variety</li> <li>• Shows knowledge of language and its conventions when writing</li> <li>• Any errors in usage and conventions do not interfere with meaning*</li> </ul>
	<b>2</b>	<i>The student's response demonstrates partial command of language usage and conventions.</i> <ul style="list-style-type: none"> <li>• Has complete sentences, with some variety</li> <li>• Shows some knowledge of language and its conventions when writing</li> <li>• Has minor errors in usage and conventions with no significant effect on meaning*</li> </ul>
	<b>1</b>	<i>The student's response demonstrates weak command of language usage and conventions.</i> <ul style="list-style-type: none"> <li>• Has fragments, run-ons, and/or other sentence structure errors</li> <li>• Shows little knowledge of language and its conventions when writing</li> <li>• Has frequent errors in usage and conventions that interfere with meaning*</li> </ul>
	<b>0</b>	<ul style="list-style-type: none"> <li>• The student's response has many errors that affect the overall meaning, or the response is too brief to determine a score.</li> <li>• The student copies so much text from the passages that there is not sufficient original work to be scored.</li> </ul>

\*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the Progressive Skills chart for those standards that need continued attention beyond the grade in which they were introduced.



## Seven Point Two-Trait Rubric

### Trait 1 for Opinion Genre

Description	Points	Criteria
<p><b>Idea Development, Organization, and Coherence</b></p> <p><i>This trait contributes 4 of 7 points to the score for this genre and examines the writer's ability to effectively establish a claim as well as to address counterclaims, to support the claim with evidence from the text(s) read, and to elaborate on the claim with examples, illustrations, facts, and other details. The writer must integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence in order to create cohesion for an argumentative essay.</i></p>	<b>4</b>	<p><i>The student's response is a well-developed opinion piece that examines a topic and supports a point of view, with reasons, clearly based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Effectively introduces a topic and clearly states an opinion</li> <li>• Effectively organizes the reasons to support the writer's purpose</li> <li>• Provides clear reasons that are supported by facts and details</li> <li>• Uses linking words and phrases effectively to connect opinions and reasons</li> <li>• Provides a strong concluding statement or section related to the opinion presented</li> </ul>
	<b>3</b>	<p><i>The student's response is a complete opinion piece that examines a topic and supports a point of view based on the text.</i></p> <ul style="list-style-type: none"> <li>• Introduces a topic and states an opinion</li> <li>• Provides some organizational structure to group reasons</li> <li>• Provides reasons that are supported by facts</li> <li>• Uses some linking words to connect opinions and reasons</li> <li>• Provides a concluding statement or section related to the opinion presented</li> </ul>
	<b>2</b>	<p><i>The student's response is an incomplete or oversimplified opinion piece that examines a topic and partially supports a point of view.</i></p> <ul style="list-style-type: none"> <li>• Attempts to introduce a topic and state an opinion</li> <li>• Attempts to provide some organization, but structure sometimes impedes the reader</li> <li>• Attempts to provide reasons that are sometimes supported by facts</li> <li>• Uses few linking words to connect opinions and reasons</li> <li>• Provides a weak concluding statement or section that may not be related to the opinion</li> </ul>
	<b>1</b>	<p><i>The student's response is a weak attempt to write an opinion piece that examines a topic and does not support a point of view.</i></p> <ul style="list-style-type: none"> <li>• May not introduce a topic or state an opinion</li> <li>• May not have any organizational structure evident</li> <li>• May not provide reasons that are supported by facts</li> <li>• May not use any linking words to connect opinions and reasons</li> <li>• Provides a minimal or no concluding statement or section</li> </ul>
	<b>0</b>	<ul style="list-style-type: none"> <li>• The response is completely irrelevant or incorrect, or there is no response.</li> <li>• The student merely copies the text in the prompt.</li> <li>• The student copies so much text from the passages that there is not sufficient original work to be scored.</li> </ul>

## Seven Point Two-Trait Rubric

### Trait 2 for Opinion Genre

Description	Points	Criteria
<b>Language Usage and Conventions</b>  <i>This trait contributes 3 of 7 points for this genre and examines the writer's ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.</i>	<b>3</b>	<i>The student's response demonstrates full command of language usage and conventions.</i> <ul style="list-style-type: none"> <li>• Has clear and complete sentence structure, with appropriate range and variety</li> <li>• Shows knowledge of language and its conventions when writing</li> <li>• Any errors in usage and conventions do not interfere with meaning*</li> </ul>
	<b>2</b>	<i>The student's response demonstrates partial command of language usage and conventions.</i> <ul style="list-style-type: none"> <li>• Has complete sentences, with some variety</li> <li>• Shows some knowledge of language and its conventions when writing</li> <li>• Has minor errors in usage and conventions with no significant effect on meaning*</li> </ul>
	<b>1</b>	<i>The student's response demonstrates weak command of language usage and conventions.</i> <ul style="list-style-type: none"> <li>• Has fragments, run-ons, and/or other sentence structure errors</li> <li>• Shows little knowledge of language and its conventions when writing</li> <li>• Has frequent errors in usage and conventions that interfere with meaning*</li> </ul>
	<b>0</b>	<ul style="list-style-type: none"> <li>• The student's response has many errors that affect the overall meaning, or the response is too brief to determine a score.</li> <li>• The student copies so much text from the passages that there is not sufficient original work to be scored.</li> </ul>

\*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the Progressive Skills chart for those standards that need continued attention beyond the grade in which they were introduced.

## MATHEMATICS

### Description of Test Format and Organization

The Georgia Milestones EOG assessment is primarily a criterion-referenced test, designed to provide information about how well a student has mastered the grade-level state-adopted content standards in Mathematics. Each student will receive one of four proficiency levels, depending on how well the student has mastered the content standards. In addition to criterion-referenced information, the Georgia Milestones measures will also include a limited sample of nationally norm-referenced items to provide a signal of how Georgia students are achieving relative to their peers nationally. The norm-referenced information provided is supplementary to the criterion-referenced proficiency designation and will not be utilized in any manner other than to serve as a barometer of national comparison. Only the criterion-referenced scores and proficiency designations will be utilized in the accountability metrics associated with the assessment program (such as student growth measures, educator effectiveness measures, or the CCRPI).

The Grade 4 Mathematics EOG assessment consists of a total of 73 items, 63 of which are operational items (and contribute to a student's criterion-referenced and/or norm-referenced score) and 10 of which are field test items (newly written items that are being tried out and do not contribute to the student's score). The criterion-referenced score, and proficiency designation, is comprised of 53 items, for a total of 58 points. Students will respond to a variety of item types, including selected-response, constructed-response, and extended constructed-response items. Of the 63 operational items, 20 will be norm-referenced and will provide a national comparison in the form of a national percentile rank. Ten of the items have been verified as aligned to the course content standards by Georgia educators and will therefore contribute to the criterion-referenced proficiency designation. The other 10 items will contribute only to the national percentile rank and be provided as supplemental information. Only items that are aligned to the state-adopted content standards will be utilized to inform the criterion-referenced score.

With the inclusion of the norm-referenced items, students may encounter items for which they have not received direct instruction. These items will not contribute to the student's criterion-referenced proficiency designation; only items that align to the course content standards will contribute to the criterion-referenced score. Students should be instructed to try their best should they ask about an item that is not aligned to the content they have learned as part of the course.

## Grade 4 Mathematics EOG Assessment Design

Description	Number of Items	Points for CR <sup>1</sup> Score	Points for NRT <sup>2</sup> Feedback
CR Selected-Response Items	40	40	0
NRT Selected-Response Items	20 <sup>3</sup>	10 <sup>4</sup>	20
CR Constructed-Response Items	3	8	0
CR Field Test Items	10	0	0
<b>Total Items/Points<sup>5</sup></b>	<b>73</b>	<b>58</b>	<b>20</b>

<sup>1</sup>CR—Criterion-Referenced: items aligned to state-adopted content standards

<sup>2</sup>NRT—Norm-Referenced Test: items that will yield a national comparison; may or may not be aligned to state-adopted content standards

<sup>3</sup>Of these items, 10 will contribute to both the CR scores and NRT feedback. The other 10 of these items will contribute to NRT feedback only and will not impact the student's proficiency designation, scale score, or grade conversion.

<sup>4</sup>Alignment of national NRT items to course content standards was verified by a committee of Georgia educators. Only approved, aligned NRT items will contribute to a student's CR proficiency designation, scale score, and grade conversion score.

<sup>5</sup>Total number of items contributing to CR score: 53; total points: 58; total number of items contributing to NRT feedback: 20; total points: 20

The test will be given in two sections. Section 1 is divided into two parts. Students may have up to 80 minutes per section to complete Sections 1 and 2. The total estimated testing time for the Grade 4 Mathematics EOG assessment ranges from approximately 120 to 160 minutes. Total testing time describes the amount of time students have to complete the assessment. It does not take into account the time required for the test examiner to complete pre-administration and post-administration activities (such as reading the standardized directions to students). Sections 1 and 2 must be scheduled to be administered on the same day in one test session following the district's testing protocols for the EOG measures (in keeping with state guidance).

### Content Measured

The Grade 4 Mathematics assessment will measure the standards that are enumerated for Grade 4 as described on [www.georgiastandards.org](http://www.georgiastandards.org).

The content of the assessment is organized into five groupings, or domains, of standards for the purposes of providing feedback on student performance. A content domain is a reporting category that *broadly* describes and defines the content of the course, as measured by the EOG assessment. The standards for Grade 4 Mathematics are grouped into five domains: Operations and Algebraic Thinking, Numbers and Operations in Base 10, Numbers and Operations—Fractions, Measurement and Data, and Geometry. Each domain was created by organizing standards that share similar content characteristics. The content standards describe the level of expertise that Grade 4 Mathematics educators should strive to develop in their students. Educators should refer to the content standards for a full understanding of the knowledge, concepts, and skills subject to be assessed on the EOG assessment.

The approximate proportional number of points associated with each domain is shown in the following table. A range of cognitive levels will be represented on the Grade 4 Mathematics EOG assessment. Educators should always use the content standards when planning instruction.

### Grade 4 Mathematics: Domain Structures and Content Weights

Domain	Standard	Approximate Weight
<b>Operations and Algebraic Thinking</b>	MCC4OA1 MCC4OA2 MCC4OA3	MCC4OA4 MCC4OA5 20%
<b>Numbers and Operations in Base 10</b>	MCC4NBT1 MCC4NBT2 MCC4NBT3	MCC4NBT4 MCC4NBT5 MCC4NBT6 20%
<b>Numbers and Operations— Fractions</b>	MCC4NF1 MCC4NF2 MCC4NF3 MCC4NF4	MCC4NF5 MCC4NF6 MCC4NF7 30%
<b>Measurement and Data</b>	MCC4MD1 MCC4MD2 MCC4MD3 MCC4MD4	MCC4MD5 MCC4MD6 MCC4MD7 20%
<b>Geometry</b>	MCC4G1 MCC4G2 MCC4G3	10%

## Item Types

The Mathematics portion of the Grade 4 EOG assessment consists of selected-response, constructed-response, and extended constructed-response items.

A selected-response item, sometimes called a multiple-choice item, is defined as a question, problem, or statement that appears on a test followed by several answer choices, sometimes called options or response choices. The incorrect choices, called distractors, usually reflect common errors. The student's task is to choose, from the alternatives provided, the best answer to the question posed in the stem (the question). The Mathematics selected-response items will have four answer choices.

A constructed-response item asks a question and solicits the student to provide a response he or she constructs on his or her own, as opposed to selecting from options provided. The constructed-response items on the EOG assessment will be worth two points. Partial credit may be awarded.

An extended constructed-response item is a specific type of constructed-response item that elicits a longer, more detailed response from the student than a two-point constructed-response item. The extended constructed-response items on the EOG assessment will be worth four points. Partial credit may be awarded.

## Mathematics Example Items

Example items, which are representative of three DOK levels across various Grade 4 Mathematics content domains, are provided on the following pages. **All example and sample items contained in this guide are the property of the Georgia Department of Education.**

**Example Item 1****DOK Level:** 1**Mathematics Grade 4 Content Domain:** Numbers and Operations in Base 10**Standard:** MCC4NBT3. Use place value understanding to round multi-digit whole numbers to any place.

Tina and her class collected soda cans for recycling. They collected 738 cans. Tina's teacher wants to know how many cans the class collected rounded to the nearest hundred. Tina uses the number line to help her round 738.

**What is 738 rounded to the nearest hundred?**

- A 700
- B 730
- C 740
- D 800

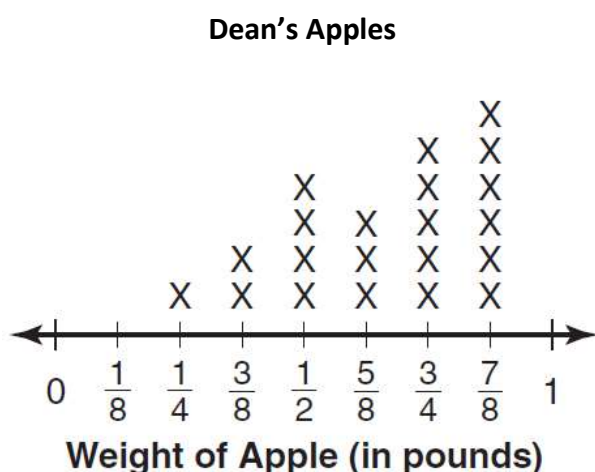
**Correct Answer:** A

**Explanation of Correct Answer:** The correct answer is choice (A) 700. On the number line, 738 is closer to 700 than to 800, so 738 rounds to 700. Choices (B) and (C) are incorrect because they round down to the nearest ten. Choice (D) is incorrect because it rounds up instead of down.

**Example Item 2****DOK Level:** 2**Mathematics Grade 4 Content Domain:** Measurement and Data

**Standard:** MCC4MD4. Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}, \frac{1}{4}, \frac{1}{8}$ ). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.

The line plot shows the weights of the apples that Dean picked.



Dean sold all of the apples that weighed less than  $\frac{1}{2}$  pound at his fruit stand. What is the total weight of the apples Dean sold at his fruit stand?

- A  $\frac{5}{8}$
- B  $\frac{7}{8}$
- C 1
- D 3

**Correct Answer:** C

**Explanation of Correct Answer:** The correct answer is choice (C) 1. Dean sold 1 apple weighing  $\frac{1}{4}$  pound and 2 apples weighing  $\frac{3}{8}$  pound.  $\frac{1}{4} + \frac{3}{8} + \frac{3}{8} = \frac{2}{8} + \frac{3}{8} + \frac{3}{8} = \frac{8}{8} = 1$ . Choice (A) is incorrect because it includes only one apple per weight. Choice (B) is incorrect because it contains an error of adding  $\frac{1}{8}$  instead of  $\frac{2}{8}$  for  $\frac{1}{4}$ . Choice (D) is incorrect because it is a count of the number of apples sold.



**Example Item 3****DOK Level:** 3**Mathematics Grade 4 Content Domain:** Operations and Algebraic Thinking

**Standard:** MCC4.OA3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

**Peyton has 375 apples. She has 282 Granny Smith apples, and the remaining apples are Gala. Peyton plans to make bags of apples using all of the Gala apples. Each bag will have 8 Gala apples.**

**Will Peyton have enough Gala apples to fill 12 bags, and why?**

- A** yes, because 12 times 8 is 96
- B** yes, because 11 times 8 is 88
- C** no, because she will need 5 more apples to fill the last bag
- D** no, because she will need 3 more apples to fill the last bag

**Correct Answer:** D

**Explanation of Correct Answer:** The correct answer is choice (D). Peyton has  $375 - 282$  or 93 Gala apples. If 8 apples are in each bag, then the most she could use is  $8 \times 11$  or 88 apples. She would need 3 more apples to fill the last bag. Choice (A) is incorrect because while  $12 \times 8 = 96$ , Peyton only has 93 Gala apples, not 96. Choice (B) is incorrect because the question asks whether Peyton can fill 12 bags. Choice (C) is incorrect because 5 is the number of Gala apples Peyton has leftover, not the number of Gala apples she still needs.

## Mathematics Additional Sample Items

This section has two parts. The first part is a set of 10 sample items for the Mathematics portion of the EOG assessment. The second part contains a table that shows for each item the standard assessed, the DOK level, the correct answer (key), and a rationale/explanation about the key and distractors. The sample items can be utilized as a mini-test to familiarize students with the item formats found on the assessment. **All example and sample items contained in this guide are the property of the Georgia Department of Education.**

**Item 1**

Kaley is drawing a design.



Which of these shows how Kaley should draw the triangle below the line to create a symmetrical design?

- A An inverted triangle with a horizontal top edge and a vertical height pointing downwards.
- B An upright triangle with a horizontal base and a vertical height pointing upwards.
- C A triangle with a vertical left edge and a horizontal top edge, pointing to the right.
- D A triangle with a vertical right edge and a horizontal top edge, pointing to the left.

**Item 2**

Each of four students is given one yard of ribbon for an art project. The table shows the fraction of the ribbon each student cut.

**Fraction of  
Ribbon Cut**

Student	Fraction Cut
Eva	$\frac{1}{8}$
Sue	$\frac{2}{4}$
Joe	$\frac{1}{4}$
Bob	$\frac{2}{8}$

Which student has the longest piece of ribbon?

- A Eva
- B Sue
- C Joe
- D Bob

**Item 3**

Robert has 144 pennies equally grouped in 9 rows.

How many pennies does he group in each row?

- A 10
- B 14
- C 16
- D 17

**Item 4**

The table shows the heights of four children.

Child	Height
Ben	38 inches
Kim	3 feet, 8 inches
Sarah	1 foot, 9 inches
Steve	44 inches

Which two children are the tallest?

(12 inches = 1 foot)

- A Ben and Kim
- B Ben and Steve
- C Kim and Steve
- D Sarah and Steve

**Item 5**

Which shape has the same number of PAIRS of parallel sides as a square?

- A regular hexagon
- B pentagon
- C rhombus
- D triangle

**Item 6**

The students during the first lunch period ate  $5\frac{5}{8}$  pans of lasagna. The students during the second lunch period ate  $3\frac{1}{8}$  pans of lasagna.

How many MORE pans of lasagna did the students during the first lunch period eat than the students during the second lunch period?

- A  $2\frac{4}{8}$  pans
- B  $2\frac{7}{8}$  pans
- C  $8\frac{4}{8}$  pans
- D  $8\frac{6}{8}$  pans

**Item 7**

Which number is a prime number?

- A 15
- B 21
- C 33
- D 47

**Item 8**

Josh bought oranges and apples. The apples weigh 3 times more than the oranges. The apples weigh 12 pounds.

If the weight of the oranges is represented by the  $\square$ , which of these shows how to find the weight of the oranges?

**A**  $3 + \square = 12$

$\square = 9$

**B**  $\square - 3 = 12$

$\square = 15$

**C**  $\square \times 3 = 12$

$\square = 4$

**D**  $\frac{\square}{3} = 12$

$\square = 36$

**Item 9**

The workers at a factory need to make 3,000 kites. They make 246 kites an hour and work for 8 hours a day.

Use rounding to estimate the number of kites the workers still need to make after the first day.

Explain your work and write your answer on the line.

\_\_\_\_\_ kites



## Item 10

Miguel and Lenny paint a large picture on the wall of their clubhouse. They divide the picture into 12 equal sections.

## Part A

On Monday, they paint  $\frac{7}{12}$  of the picture. Miguel paints a greater fraction of the picture than Lenny does.

Write TWO different fractions that Miguel and Lenny each may have painted.

1. Miguel \_\_\_\_\_ Lenny \_\_\_\_\_

2. Miguel \_\_\_\_\_ Lenny \_\_\_\_\_

On the lines below, explain how you can prove that both of these could be the fractions that Miguel and Lenny paint on Monday. You may use the number line.



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## Part B


On Tuesday, they paint  $\frac{3}{12}$  of the picture. On Wednesday, they paint  $\frac{2}{12}$  of the picture.

How much MORE of the picture do they paint on Monday than they paint on Tuesday and Wednesday?

Show your work and write your answer in the space provided.

\_\_\_\_\_ of the picture

## Mathematics Additional Sample Item Keys

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
1	MMC4MD3	2	A	 <p>The correct answer is choice (A). When the triangle is folded across the line, it will produce an upside-down triangle. Choices (B), (C), and (D) are incorrect because they will not result in a symmetrical design.</p>
2	MCC4NF2	2	B	<p>The correct answer is choice (B) Sue. Sue's piece is equivalent to <math>\frac{1}{2}</math>. All of the other pieces are less than <math>\frac{1}{2}</math>. Choice (A) is incorrect because it is the student with the shortest piece. Choice (C) is incorrect because <math>\frac{1}{4}</math> is less than <math>\frac{2}{4}</math>. Choice (D) is incorrect because <math>\frac{2}{8}</math> is less than <math>\frac{2}{4}</math>.</p>
3	MCC4NBT6	2	C	<p>The correct answer is choice (C) 16. When 144 pennies are equally grouped into 9 rows, there are 16 pennies in each row. <math>9 \times 16 = 144</math>. Choice (A) is incorrect because it is the result of failing to regroup the remainder after dividing 14 tens by 9. Choice (B) is incorrect because it is the result of dividing 14 tens by 9 to get the tens digit and 44 ones by 9 to get the ones digit. Choice (D) is incorrect because it is the result of a computation error.</p>
4	MCC4MD1	2	C	<p>The correct answer is choice (C) Kim and Steve. 3 feet 8 inches is equivalent to 44 inches. 1 foot, 9 inches is equivalent to 21 inches. The greatest height in the table is 44 inches, and Kim and Steve share that height. Choice (A) is incorrect because it is the result of confusing 3 feet 8 inches with 38 inches. Choices (B) and (D) incorrectly identify one of the children.</p>
5	MCC4G2	2	C	<p>The correct answer is choice (C) Rhombus. A square has two PAIRS of parallel sides, as does a rhombus. Choices (A), (B), and (D) are incorrect because the figures cannot have two PAIRS of parallel sides.</p>

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
6	MCC4NF3c	2	A	The correct answer is choice (A) $2\frac{4}{8}$ pans. $\frac{5}{8} - \frac{1}{8} = \frac{4}{8}$ and $5 - 3 = 2$ . Choice (B) is incorrect because the numerators were subtracted incorrectly. Choice (C) is incorrect because it is the result of adding the whole numbers and subtracting the fractions. Choice (D) is incorrect because it is the result of adding instead of subtracting.
7	MCC4OA4	1	D	The correct answer is choice (D) 47. A prime number is only divisible by 1 and itself. Choice (A) is incorrect because 15 is divisible by 3 and 5. Choice (B) is incorrect because 21 is divisible by 3 and 7. Choice (C) is incorrect because 33 is divisible by 3 and 11.
8	MCC4OA2	2	C	The correct answer is choice (C) $\square \times 3 = 12$ ; $\square = 4$ . Since the apples weigh 3 times more than the oranges, $\square \times 3$ represents the weight of the apples. Since the apples weigh 12 pounds, $\square \times 3 = 12$ and $\square = 4$ . Choices (A) and (B) are incorrect because they use an incorrect operation to represent the relationship. Choice (D) is incorrect because it divides the numbers in the wrong order.
9	MCC4NBT3	2	N/A	See scoring rubric and exemplar responses beginning on page 59.
10	MCC4NF3c	2	N/A	See scoring rubric and exemplar responses beginning on page 61.

**Mathematics Example Scoring Rubrics and Exemplar Responses****Item 9****Scoring Rubric**

<b>Points</b>	<b>Description</b>
<b>2</b>	The response achieves the following: <ul style="list-style-type: none"><li>• The response demonstrates a complete understanding of using rounding strategies to estimate.</li><li>• Give 2 points for a reasonable estimation strategy, explanation, and answer. The response is correct and complete.</li><li>• The response shows application of a reasonable and relevant strategy.</li></ul>
<b>1</b>	The response achieves the following: <ul style="list-style-type: none"><li>• The response demonstrates a good understanding of using rounding strategies to estimate.</li><li>• Give 1 point if the student response indicates (a) a valid rounding/estimation strategy, but there are computation errors in applying this strategy or (b) a reasonable estimate, but a lack of complete evidence of the strategy used to make the estimate.</li></ul>
<b>0</b>	The response achieves the following: <ul style="list-style-type: none"><li>• The response demonstrates no understanding of using rounding strategies to estimate. The student is unable to round numbers to estimate a solution.</li><li>• The response shows no application of a strategy or application of an irrelevant strategy.</li></ul>

## Item 9

## Exemplar Response

Points Awarded	Response
2	<p>246 rounds to 250 as the nearest ten. There are four 250s in a thousand.</p> <p><math>8 = 2 \times 4</math></p> <p>So, the workers will make about 2,000 kites in one day.</p> <p><math>3,000 - 2,000 = 1,000</math></p> <p>AND</p> <p>1,000</p> <p>OR</p> <p>246 rounds down to 200. <math>200 \times 8 = 1,600</math> <math>3,000 - 1,600 = 1,400</math></p> <p>OR other valid rounding estimation strategy</p>
1	<p>Estimate between 1,000 and 1,400, but no strategy shown.</p> <p>OR</p> <p>Complete, valid strategy, but contains computation errors that lead to an incorrect estimate.</p>
0	<p>Response is irrelevant, inappropriate, or not provided.</p>

## Item 10

## Scoring Rubric

Points	Description
4	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>The response demonstrates a complete understanding of addition or subtraction with fractions with like denominators.</li> <li>Give 4 points for two correct combinations of fractions with a sum of <math>\frac{7}{12}</math> and a valid explanation using the number line to prove they are correct, as well as a correct process and solution to the difference between the fraction painted Monday and the fraction painted Tuesday and Wednesday. Response is correct and complex.</li> <li>Response shows application of a reasonable and relevant strategy.</li> <li>Mathematical ideas are expressed coherently through clear, complete logical and fully developed response using words, calculations, and/or symbols as appropriate.</li> </ul>
3	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>The response demonstrates a good understanding of addition or subtraction with fractions with like denominators.</li> <li>Give 3 points if student response indicates 1 of the following: (a) two correct combinations of fractions with a sum of <math>\frac{7}{12}</math>; (b) valid explanation of how to use the number line to prove the fractions have a sum of <math>\frac{7}{12}</math>; (c) valid process to find the difference between the fraction painted Monday and the fraction painted Tuesday and Wednesday; or (d) difference computed as <math>\frac{2}{12}</math>. Response is only partially correct.</li> <li>Response is mostly correct, but contains either a computation error or an unclear or incomplete explanation.</li> <li>Response shows application of a relevant strategy, though it may be only partially applied or remain unexplained.</li> <li>Mathematical ideas are expressed only partially using words, calculations, and/or symbols as appropriate.</li> </ul>
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>The response demonstrates a partial understanding of addition or subtraction with fractions with like denominators.</li> <li>Give 2 points if student response indicates 1 of the following: (a) two correct combinations of fractions with a sum of <math>\frac{7}{12}</math>; (b) valid explanation of how to use the number line to prove the fractions have a sum of <math>\frac{7}{12}</math>; (c) valid process to find the difference between the fraction painted Monday and the fraction painted Tuesday and Wednesday; or (d) difference computed as <math>\frac{2}{12}</math>. Response is only partially correct.</li> <li>Response shows application of a relevant strategy, though it may be only partially applied or remain unexplained.</li> </ul>

**Item 10**
**Scoring Rubric – continued**

Points	Description
<b>2 – continued</b>	<ul style="list-style-type: none"> <li>Mathematical ideas are expressed only partially using words, calculations, and/or symbols as appropriate.</li> <li>Or any variation of the two.</li> </ul>
<b>1</b>	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>The response demonstrates a limited understanding of addition or subtraction with fractions with like denominators.</li> <li>Give 1 point if student response indicates 1 of the following: (a) at least one correct combination of fractions with a sum of <math>\frac{7}{12}</math>; (b) valid explanation of how to use the number line to prove the fractions have a sum of <math>\frac{7}{12}</math>; (c) valid process to find the difference between the fraction painted Monday and the fraction painted Tuesday and Wednesday; or (d) difference computed as <math>\frac{2}{12}</math>. Response is only partially correct.</li> <li>Response shows incomplete or inaccurate application of a relevant strategy.</li> <li>Mathematical ideas are expressed only partially using words, calculations, and/or symbols as appropriate.</li> </ul>
<b>0</b>	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>The response demonstrates no understanding of addition or subtraction with fractions with like denominators. The student is unable to add or subtract fractions with like denominators.</li> <li>Response shows no application of a strategy or application of an irrelevant strategy.</li> <li>Mathematical ideas cannot be interpreted or lack sufficient evidence to support even a limited understanding.</li> </ul>

**Exemplar Response**

Points Awarded	Response
<b>4</b>	<p><i>Any two of the following combinations:</i></p> <p><i>Miguel: <math>\frac{4}{12}</math> Lenny: <math>\frac{3}{12}</math></i></p> <p><i>Miguel: <math>\frac{5}{12}</math> Lenny: <math>\frac{2}{12}</math></i></p> <p><i>Miguel: <math>\frac{6}{12}</math> Lenny: <math>\frac{1}{12}</math></i></p> <p><i>(OR other valid response in which Miguel's fraction is greater than Lenny's.)</i></p> <p><i>AND</i></p>

	<i>If I start on <math>\frac{4}{12}</math> and count ahead 3 more twelfths on the number line, I end up on <math>\frac{7}{12}</math>. If I start</i>
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**Item 10**
**Exemplar Response – continued**

Points Awarded	Response
<b>4 – continued</b>	<p><i>on <math>\frac{5}{12}</math> and count ahead 2 more twelfths on the number line, I also end up on <math>\frac{7}{12}</math>.</i></p> <p><i>AND</i></p> $\frac{3}{12} + \frac{2}{12} = \frac{5}{12}$ $\frac{7}{12} - \frac{2}{12} = \frac{5}{12}$ <p><i>AND</i></p> $\frac{2}{12}$
<b>3</b>	<p><i>The student does any 3 of the following:</i></p> <p><i>a) Gives 2 different combinations that add up to <math>\frac{7}{12}</math> with Miguel's fraction being larger than Lenny's fraction.</i></p> <p><i>b) Uses the number line to explain that both given combinations have a sum of <math>\frac{7}{12}</math>.</i></p> <p><i>c) Uses a valid process to find the difference between the fraction of the picture painted Monday and the fraction painted both Tuesday and Wednesday.</i></p> <p><i>d) Finds the correct difference of <math>\frac{2}{12}</math>.</i></p>
<b>2</b>	<p><i>The student does any 2 of the following:</i></p> <p><i>a) Gives 2 different combinations that add up to <math>\frac{7}{12}</math> with Miguel's fraction being larger than Lenny's fraction.</i></p> <p><i>b) Uses the number line to explain that both given combinations have a sum of <math>\frac{7}{12}</math>.</i></p> <p><i>c) Uses a valid process to find the difference between the fraction of the picture painted Monday and the fraction painted both Tuesday and Wednesday.</i></p> <p><i>d) Finds the correct difference of <math>\frac{2}{12}</math>.</i></p>



## Item 10

## Exemplar Response – continued

Points Awarded	Response
1	<p><i>The student does any 1 of the following:</i></p> <p><i>a) Gives 2 different combinations that add up to <math>\frac{7}{12}</math> with Miguel's fraction being larger than Lenny's fraction.</i></p> <p><i>b) Uses the number line to explain that both given combinations have a sum of <math>\frac{7}{12}</math>.</i></p> <p><i>c) Uses a valid process to find the difference between the fraction of the picture painted Monday and the fraction painted both Tuesday and Wednesday.</i></p> <p><i>d) Finds the correct difference of <math>\frac{2}{12}</math>.</i></p>
0	<p><i>Response is irrelevant, inappropriate, or not provided.</i></p>

## SCIENCE

### Description of Test Format and Organization

The Georgia Milestones EOG assessment is primarily a criterion-referenced test, designed to provide information about how well a student has mastered the grade-level state-adopted content standards in Science. Each student will receive one of four proficiency levels, depending on how well the student has mastered the content standards. In addition to criterion-referenced information, the Georgia Milestones measures will also include a limited sample of nationally norm-referenced items to provide a signal of how Georgia students are achieving relative to their peers nationally. The norm-referenced information provided is supplementary to the criterion-referenced proficiency designation and will not be utilized in any manner other than to serve as a barometer of national comparison. Only the criterion-referenced scores and proficiency designations will be utilized in the accountability metrics associated with the assessment program (such as student growth measures, educator effectiveness measures, or the CCRPI).

The Grade 4 Science EOG assessment consists of a total of 75 selected-response items, 65 of which are operational items (and contribute to a student's criterion-referenced and/or norm-referenced score) and 10 of which are field test items (newly written items that are being tried out and do not contribute to the student's score). The criterion-referenced score, and proficiency designation, is comprised of 55 items, for a total of 55 points. Of the 65 operational items, 20 will be norm-referenced and will provide a national comparison in the form of a national percentile rank. Ten of the items have been verified as aligned to the course content standards by Georgia educators and will therefore contribute to the criterion-referenced proficiency designation. The other 10 items will contribute only to the national percentile rank and be provided as supplemental information. Only items that are aligned to the state-adopted content standards will be utilized to inform the criterion-referenced score.

With the inclusion of the norm-referenced items, students may encounter items for which they have not received direct instruction. These items will not contribute to the student's criterion-referenced proficiency designation; only items that align to the course content standards will contribute to the criterion-referenced score. Students should be instructed to try their best should they ask about an item that is not aligned to the content they have learned as part of the course.

## Grade 4 Science EOG Assessment Design

Description	Number of Items	Points for CR <sup>1</sup> Score	Points for NRT <sup>2</sup> Feedback
CR Selected-Response Items	45	45	0
NRT Selected-Response Items	20 <sup>3</sup>	10 <sup>4</sup>	20
CR Field Test Items	10	0	0
<b>Total Items/Points<sup>5</sup></b>	<b>75</b>	<b>55</b>	<b>20</b>

<sup>1</sup>CR—Criterion-Referenced: items aligned to state-adopted content standards

<sup>2</sup>NRT—Norm-Referenced Test: items that will yield a national comparison; may or may not be aligned to state-adopted content standards

<sup>3</sup>Of these items, 10 will contribute to both the CR scores and NRT feedback. The other 10 of these items will contribute to NRT feedback only and will not impact the student’s proficiency designation, scale score, or grade conversion.

<sup>4</sup>Alignment of national NRT items to course content standards was verified by a committee of Georgia educators. Only approved, aligned NRT items will contribute to a student’s CR proficiency designation, scale score, and grade conversion score.

<sup>5</sup>Total number of items contributing to CR score: 55; total points: 55; total number of items contributing to NRT feedback: 20; total points: 20

The test will be given in two sections. Students may have up to 70 minutes per section to complete Sections 1 and 2. The total estimated testing time for the Grade 4 Science EOG assessment ranges from approximately 100 to 140 minutes. Total testing time describes the amount of time students have to complete the assessment. It does not take into account the time required for the test examiner to complete pre-administration and post-administration activities (such as reading the standardized directions to students). Sections 1 and 2 must be scheduled to be administered on the same day in one test session following the district’s testing protocols for the EOG measures (in keeping with state guidance).

### Content Measured

The Grade 4 Science assessment will measure the standards that are enumerated for Grade 4 as described on [www.georgiastandards.org](http://www.georgiastandards.org).

The content of the assessment is organized into three groupings, or domains, of standards for the purposes of providing feedback on student performance. A content domain is a reporting category that *broadly* describes and defines the content of the course, as measured by the EOG assessment. The standards for Grade 4 Science are grouped into three domains: Earth Science, Physical Science, and Life Science. Each domain was created by organizing standards that share similar content characteristics. The content standards describe the level of expertise that Grade 4 Science educators should strive to develop in their students. Educators should refer to the content standards for a full understanding of the knowledge, concepts, and skills subject to be assessed on the EOG assessment.

The approximate proportional number of points associated with each domain is shown in the following table. A range of cognitive levels will be represented on the Grade 4 Science EOG assessment. Educators should always use the content standards when planning instruction.

**Grade 4 Science: Domain Structures and Content Weights**

Domain	Standard	Approximate Weight
Earth Science	S4E1 (1a, 1b, 1c, 1d) S4E2 (2a, 2b, 2c, 2d) <span style="margin-left: 150px;">                         S4E3                          (3a, 3b, 3c, 3d, 3e)                          S4E4                          (4a, 4b, 4c, 4d)                     </span>	40%
Physical Science	S4P1 (1a, 1b, 1c) S4P2 (2a, 2b) S4P3 (3a, 3b, 3c, 3d)	30%
Life Science	S4L1 (1a, 1b, 1c, 1d) S4L2 (2a, 2b)	30%

## Item Types

The Science portion of the Grade 4 EOG assessment consists of selected-response items only.

A selected-response item, sometimes called a multiple-choice item, is defined as a question, problem, or statement that appears on a test followed by several answer choices, sometimes called options or response choices. The incorrect choices, called distractors, usually reflect common errors. The student's task is to choose, from the alternatives provided, the best answer to the question posed in the stem (the question). The Science selected-response items will have four answer choices.

## Science Example Items

Example items, which are representative of three DOK levels across various Grade 4 Science content domains, are provided on the following pages. **All example and sample items contained in this guide are the property of the Georgia Department of Education.**

**Example Item 1****DOK Level:** 1**Science Grade 4 Content Domain:** Earth Science

**Standard:** S4E1. Students will compare and contrast the physical attributes of stars, star patterns, and planets. a. Recognize the physical attributes of stars in the night sky such as number, size, color, and patterns.

**How is the temperature of a star determined?**

- A** by its color
- B** by its mass
- C** by its volume
- D** by its distance

**Correct Answer:** A

**Explanation of Correct Answer:** The correct answer is choice (A) by its color. Cooler stars appear red and orange. Hotter stars appear blue and white. Choices (B), (C), and (D) are incorrect because stars may be hot or cool regardless of their mass, volume, or distance from Earth.

**Example Item 2****DOK Level:** 2**Science Grade 4 Content Domain:** Earth Science

**Standard:** S4E3. Students will differentiate between the states of water and how they relate to the water cycle and weather. a. Demonstrate how water changes states from solid (ice) to liquid (water) to gas (water vapor/steam) and changes from gas to liquid to solid.

**A student places a large chunk of ice in a pan and heats it on a stove.****Which of these shows the correct order of changes that take place when ice is heated?**

- A** solid to gas to liquid because heat is added
- B** solid to liquid to gas because heat is added
- C** liquid to solid to gas because heat is removed
- D** gas to liquid to solid because heat is removed

**Correct Answer:** B

**Explanation of Correct Answer:** The correct answer is choice (B) solid to liquid to gas because heat is added. Adding heat causes solid ice to melt into liquid water; adding further heat causes liquid water to

evaporate into water vapor, a gas. Choice (A) is incorrect because solid ice becomes liquid water before it becomes gaseous water vapor. Choices (C) and (D) are incorrect because heat is added to ice, not removed from it.

### Example Item 3

**DOK Level:** 2

**Science Grade 4 Content Domain:** Earth Science

**Standard:** S4E2. Students will model the position and motion of the earth in the solar system and will explain the role of relative position and motion in determining sequence of the phases of the moon. c. Demonstrate the revolution of the earth around the sun and the earth's tilt to explain the seasonal changes.

**The Northern Hemisphere experiences winter in January. Which season is the Southern Hemisphere experiencing in January?**

- A fall
- B spring
- C summer
- D winter

**Correct Answer:** C

**Explanation of Correct Answer:** The correct answer is choice (C) summer. When the Northern Hemisphere experiences winter, it is facing away from the Sun. At that time, the Southern Hemisphere is facing toward the Sun, so it experiences summer. Choices (A), (B), and (D) are incorrect because the Northern and Southern Hemispheres experience opposite seasons, and summer—not fall, spring, or winter—is the opposite of winter.

**Example Item 4****DOK Level:** 3**Science Grade 4 Content Domain:** Earth Science

**Standard:** S4E3. Students will differentiate between the states of water and how they relate to the water cycle and weather. b. Identify the temperatures at which water becomes a solid and at which water becomes a gas.

The table shows the changes in the state of water.

Day	Change of State
1	Liquid to solid
2	Gas to liquid

Which of these correctly describes the change in the temperature of the water on one of the days?

- A from 0°C to 50°C on Day 1
- B from 50°C to 0°C on Day 1
- C from 30°C to 50°C on Day 2
- D from 90°C to 0°C on Day 2

**Correct Answer:** B

**Explanation of Correct Answer:** The correct answer is choice (B) from 50°C to 0°C on Day 1. At 50°C, water is liquid; at 0°C, water freezes into solid ice. According to the table, on Day 1 the liquid water becomes solid. Choice (A) is incorrect because it describes the opposite process: solid ice melting into liquid water. Choice (C) is incorrect because water is liquid at both 30°C and 50°C; it does not become gas until it begins to boil at 100°C. Choice (D) is incorrect because it describes liquid water freezing into solid ice; according to the table, however, on Day 2 gaseous water vapor condenses into liquid water.



**Example Item 5****DOK Level:** 3**Science Grade 4 Content Domain:** Physical Science**Standard:** S4P2. Students will demonstrate how sound is produced by vibrating objects and how sound can be varied by changing the rate of vibration. b. Recognize the conditions that cause pitch to vary.**Which length of string would produce the sound with the highest pitch?**

- A** a string that is  $\frac{1}{4}$  meter long
- B** a string that is  $\frac{1}{2}$  meter long
- C** a string that is  $\frac{3}{4}$  meter long
- D** a string that is 1 meter long

**Correct Answer:** A**Explanation of Correct Answer:** The correct answer is choice (A) a string that is  $\frac{1}{4}$  meter long. Of the four options, this is the shortest string, and shorter strings produce sounds with higher pitches. Choices (B), (C), and (D) are incorrect because these strings are longer than  $\frac{1}{4}$  meter, and longer strings produce sounds with lower pitches.

## Science Additional Sample Items

This section has two parts. The first part is a set of 10 sample items for the Science portion of the EOG assessment. The second part contains a table that shows for each item the standard assessed, the DOK level, the correct answer (key), and a rationale/explanation about the key and distractors. The sample items can be utilized as a mini-test to familiarize students with the item formats found on the assessment. **All example and sample items contained in this guide are the property of the Georgia Department of Education.**

**Item 1**

A stick insect looks just like a twig. How does this help the stick insect to survive?

- A It helps the insect find food.
- B It helps the insect reproduce.
- C It helps the insect avoid being seen by predators.
- D It helps the insect dig into its home inside the tree trunk.

**Item 2**

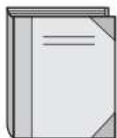
A student labeled each of the items shown as transparent, translucent, or opaque. One of the items is incorrectly labeled.



Water—  
transparent



Limestone—  
opaque



Book—  
opaque



Butter—  
translucent

Which of the items is incorrectly labeled, and what is its correct label?

- A Water—opaque
- B Limestone—transparent
- C Book—translucent
- D Butter—opaque

**Item 3**

A student states that the moon is always visible to Earth.

Which of these explains why the student is incorrect?

- A The Moon is usually invisible to Earth during its full moon phase.
- B The Moon is usually invisible to Earth during its new moon phase.
- C The Moon is usually invisible to Earth during its first quarter phase.
- D The Moon is usually invisible to Earth during its third quarter phase.

**Item 4**

**Stan left a container of warm water on the table. The container held exactly 160 milliliters of water. The next day, he noticed that the container held 150 milliliters. What is the BEST explanation for what happened?**

- A** Some of the liquid water turned into gas.
- B** A decrease in temperature caused the volume to change.
- C** Some of the water formed condensation on the sides of the container.
- D** An ice cube was added to the container increasing the amount of water.

**Item 5**

**A student holds a soft drink bottle that is half-full of water. She blows across the top of the bottle, producing a sound. If the student wants to produce a sound with a higher pitch, what can she do?**

- A** blow softer
- B** blow longer
- C** add water to the bottle
- D** use a bottle with a longer opening

**Item 6**

**A student is charting the position of a constellation and the planet Venus for a month. Each week Venus moves its location, but the stars in the constellation stay the same. Why does Venus move differently?**

- A** Earth orbits Venus.
- B** Venus orbits the Sun.
- C** Earth orbits the constellation.
- D** Venus orbits the constellation.

**Item 7**

A scientist studies tiny organisms in a lake to find out if the habitat is healthy. These tiny organisms, called plankton and algae, are eaten by small fish in the lake, and the small fish are eaten by big fish.

Which of these would **MOST LIKELY** happen in the lake if a rainstorm washes pollution into the water?

- A The number of plankton and algae would increase, and the number of fish would also increase.
- B The number of plankton and algae would stay the same, and the number of fish would decrease.
- C The number of plankton and algae would decrease, and the number of fish would also decrease.
- D The number of plankton and algae would stay the same, and the number of fish would stay the same.

**Item 8**

In an investigation for his science class, Sam used a drinking cup to collect precipitation. He attached a ruler to the cup. Which weather instrument has Sam made?

- A wind vane
- B rain gauge
- C barometer
- D thermometer

**Item 9**

Four students looked at this list of organisms. Each student plans to draw a food chain that includes the Sun.

- |   |
|---|
| <ul style="list-style-type: none"><li>• water insect</li><li>• algae</li><li>• fish</li><li>• shark</li></ul> |
|---|

In which order should the students draw the organisms to show the correct flow of energy through the food chain?

- A shark → water insect → fish → Sun → algae
- B algae → Sun → fish → water insect → shark
- C shark → fish → water insect → algae → Sun
- D Sun → algae → water insect → fish → shark

**Item 10**

Maria needs to move a large, heavy box from the ground to her tree house. She will use a simple machine that was invented long ago to help her move the box.

Which simple machine would be the **MOST** helpful to move the box?

- A lever
- B pulley
- C screw
- D wedge

## Science Additional Sample Item Keys

Item	Standard/ Element	Characteristics of Science	DOK Level	Correct Answer	Explanation
1	S4L2a	S4CS4a	2	C	The correct answer is choice (C) It helps the insect avoid being seen by predators. The stick insect can camouflage itself by remaining still in its forest habitat; predators looking for food are likely to mistake the insect for a twig. Choice (A) is incorrect because the stick insect's appearance may hide it from prey that wanders nearby, but its appearance doesn't directly help the insect to find prey. Choices (B) and (D) are incorrect because the stick insect's appearance is unrelated to its ability to reproduce or to access its home.
2	S4P1a	S4CS8b	3	D	The correct answer is choice (D) Butter—opaque. An object is translucent if some light can pass through it. However, butter blocks light; therefore, it is opaque. Choice (A) is incorrect because water is transparent; light completely passes through it. Choices (B) and (C) are incorrect because limestone and books block light; therefore, they are opaque.
3	S4E2b	S4CS1c	2	B	The correct answer is choice (B) The Moon is invisible to Earth during its new moon phase. During its new moon phase, the Moon is not visible from Earth. The sunlit part of the Moon is facing away from Earth leaving the unlit portion that cannot be seen facing Earth. Choices (A), (C), and (D) all describe phases of the Moon where the Moon is visible from Earth. During the full moon, the sunlit part of the Moon is facing Earth. During the first and third quarter, we see half of the Moon illuminated and the other half in shadow.

Item	Standard/ Element	Characteristics of Science	DOK Level	Correct Answer	Explanation
4	S4E3a	S4CS1c	2	A	The correct answer is choice (A) Some of the liquid water turned into gas. Over time, liquid water evaporates, or changes into water vapor, a gas. When this happens, the vapor molecules escape into the atmosphere, leaving behind less liquid water in the container. Choice (B) is incorrect because the warm water would cool to room temperature. A decrease in temperature would not cause the water to boil (which would be required to decrease the volume in this way). Choice (C) is incorrect because condensation forms when water vapor in the air changes to liquid water on the outside of a container; it does not affect the volume of water inside the container. Choice (D) is incorrect because the water's volume decreased, not increased.
5	S4P2b	S4CS8a	3	C	The correct answer is choice (C) add water to the bottle. Adding water decreases the distance that the air travels inside the bottle. This produces sound waves with shorter wavelengths, and shorter wavelengths produce sounds with higher pitches. Choices (A) and (B) are incorrect because a sound's pitch is related to the wavelength of the wave that produces the sound; blowing more softly or for a longer period of time does not affect wavelength. Choice (D) is incorrect because a larger opening creates more space for the sound waves to move through. This produces sound waves with longer wavelengths, which produce sounds with lower pitches.
6	S4E1c	S4CS1c	2	B	The correct answer is choice (B) Venus orbits the Sun. Venus is a planet, which is much closer to Earth than the stars in the constellation. So the movement of Venus in the night sky is more visible than the movement of the stars in the constellation. Choice (A) is incorrect because Earth and Venus are planets. Planets orbit stars not each other. Choice (C) and (D) would indicate that the constellation is at the center of the Solar System, rather than the Sun.



Item	Standard/ Element	Characteristics of Science	DOK Level	Correct Answer	Explanation
7	S4L1c	S4CS8a	3	C	The correct answer is choice (C) The number of plankton and algae would decrease, and the number of fish would also decrease. The pollution would likely harm the plankton and algae. As these tiny organisms die, the small fish that eat plankton and algae would die, followed by the big fish that eat the small fish. Choice (A) is incorrect because pollution would more likely harm than benefit the organisms in the lake. Choice (B) is incorrect because pollution would probably not harm only the fish. Choice (D) is incorrect because pollution would more likely have a negative effect than no effect on the organisms in the lake.
8	S4E4a	S4CS3a	2	B	The correct answer is choice (B) a rain gauge. Rain is a type of precipitation. A rain gauge is an instrument for measuring the amount of rainfall. Choice (A) is incorrect because wind is not a type of precipitation. Choice (C) is incorrect because a barometer is an instrument for measuring air pressure, not rainfall. Choice (D) is incorrect because a thermometer is an instrument for measuring temperature, not rainfall.
9	S4L1b	S4CS5b	2	D	The correct answer is choice (D) Sun → algae → water insect → fish → shark. Sunlight carries energy to Earth. Algae are producers that use the sun's energy to make food. The algae are then eaten by primary consumers such as water insects, which are eaten by secondary consumers such as fish, which are eaten by tertiary consumers such as sharks. Choices (A) and (C) are incorrect because the shark belongs at the end of the food chain, not the beginning. Choice (B) is incorrect because the Sun, not the algae, belongs at the beginning of the food chain.

Item	Standard/ Element	Characteristics of Science	DOK Level	Correct Answer	Explanation
10	S4P3a	S4CS7b	2	B	<p>The correct answer is choice (B) pulley. A pulley is a simple machine for lifting an object high above the ground. Choice (A) is incorrect because a lever is a simple machine that can lift an object, but probably not high enough to reach a tree house. Choice (C) is incorrect because a screw is a simple machine for fastening objects together. Choice (D) is incorrect because a wedge is a simple machine for redirecting a downward force into two sideways forces.</p>

## SOCIAL STUDIES

### Description of Test Format and Organization

The Georgia Milestones EOG assessment is primarily a criterion-referenced test, designed to provide information about how well a student has mastered the grade-level state-adopted content standards in Social Studies. Each student will receive one of four proficiency levels, depending on how well the student has mastered the content standards. In addition to criterion-referenced information, the Georgia Milestones measures will also include a limited sample of nationally norm-referenced items to provide a signal of how Georgia students are achieving relative to their peers nationally. The norm-referenced information provided is supplementary to the criterion-referenced proficiency designation and will not be utilized in any manner other than to serve as a barometer of national comparison. Only the criterion-referenced scores and proficiency designations will be utilized in the accountability metrics associated with the assessment program (such as student growth measures, educator effectiveness measures, or the CCRPI).

The Grade 4 Social Studies EOG assessment consists of a total of 75 selected-response items, 65 of which are operational items (and contribute to a student's criterion-referenced and/or norm-referenced score) and 10 of which are field test items (newly written items that are being tried out and do not contribute to the student's score). The criterion-referenced score, and proficiency designation, is comprised of 55 items, for a total of 55 points. Of the 65 operational items, 20 will be norm-referenced and will provide a national comparison in the form of a national percentile rank. Ten of the items have been verified as aligned to the course content standards by Georgia educators and will therefore contribute to the criterion-referenced proficiency designation. The other 10 items will contribute only to the national percentile rank and be provided as supplemental information. Only items that are aligned to the state-adopted content standards will be utilized to inform the criterion-referenced score.

With the inclusion of the norm-referenced items, students may encounter items for which they have not received direct instruction. These items will not contribute to the student's criterion-referenced proficiency designation; only items that align to the course content standards will contribute to the criterion-referenced score. Students should be instructed to try their best should they ask about an item that is not aligned to the content they have learned as part of the course.

## Grade 4 Social Studies EOG Assessment Design

Description	Number of Items	Points for CR <sup>1</sup> Score	Points for NRT <sup>2</sup> Feedback
CR Selected-Response Items	45	45	0
NRT Selected-Response Items	20 <sup>3</sup>	10 <sup>4</sup>	20
CR Field Test Items	10	0	0
<b>Total Items/Points<sup>5</sup></b>	<b>75</b>	<b>55</b>	<b>20</b>

<sup>1</sup>CR—Criterion-Referenced: items aligned to state-adopted content standards

<sup>2</sup>NRT—Norm-Referenced Test: items that will yield a national comparison; may or may not be aligned to state-adopted content standards

<sup>3</sup>Of these items, 10 will contribute to both the CR scores and NRT feedback. The other 10 of these items will contribute to NRT feedback only and will not impact the student’s proficiency designation, scale score, or grade conversion.

<sup>4</sup>Alignment of national NRT items to course content standards was verified by a committee of Georgia educators. Only approved, aligned NRT items will contribute to a student’s CR proficiency designation, scale score, and grade conversion score.

<sup>5</sup>Total number of items contributing to CR score: 55; total points: 55; total number of items contributing to NRT feedback: 20; total points: 20

The test will be given in two sections. Students may have up to 70 minutes per section to complete Sections 1 and 2. The total estimated testing time for the Grade 4 Social Studies EOG assessment ranges from approximately 100 to 140 minutes. Total testing time describes the amount of time students have to complete the assessment. It does not take into account the time required for the test examiner to complete pre-administration and post-administration activities (such as reading the standardized directions to students). Sections 1 and 2 must be scheduled to be administered on the same day in one test session following the district’s testing protocols for the EOG measures (in keeping with state guidance).

### Content Measured

The Grade 4 Social Studies assessment will measure the standards that are enumerated for Grade 4 as described on [www.georgiastandards.org](http://www.georgiastandards.org).

The content of the assessment is organized into four groupings, or domains, of standards for the purposes of providing feedback on student performance. A content domain is a reporting category that *broadly* describes and defines the content of the course, as measured by the EOG assessment. The standards for Grade 4 Social Studies are grouped into four domains: History, Geography, Government and Civics, and Economics. Each domain was created by organizing standards that share similar content characteristics. The content standards describe the level of expertise that Grade 4 Social Studies educators should strive to develop in their students. Educators should refer to the content standards for a full understanding of the knowledge, concepts, and skills subject to be assessed on the EOG assessment.

The approximate proportional number of points associated with each domain is shown in the following table. A range of cognitive levels will be represented on the Grade 4 Social Studies EOG assessment. Educators should always use the content standards when planning instruction.

**Grade 4 Social Studies: Domain Structures and Content Weights**

Domain	Standard	Approximate Weight
<b>History</b>	SS4H1 (1a, 1b)                      SS4H5 SS4H2                      (5a, 5b, 5c, 5d, 5e) (2a, 2b)                      SS4H6 SS4H3                      (6a, 6b, 6c) (3a, 3b)                      SS4H7 SS4H4                      (7a, 7b) (4a, 4b, 4c, 4d)	50%
<b>Geography</b>	SS4G1 (1a, 1b) SS4G2 (2a, 2b, 2c, 2d, 2e)	15%
<b>Government and Civics</b>	SS4CG1 (1a, 1b, 1c)                      SS4CG4 SS4CG2                      (4a, 4b) SS4CG3                      SS4CG5 (3a, 3b, 3c, 3d, 3e)	20%
<b>Economics</b>	SS4E1 (1a, 1b, 1c, 1d, 1e, 1f) SS4E2	15%

## Item Types

The Social Studies portion of the Grade 4 EOG assessment consists of selected-response items only.

A selected-response item, sometimes called a multiple-choice item, is defined as a question, problem, or statement that appears on a test followed by several answer choices, sometimes called options or response choices. The incorrect choices, called distractors, usually reflect common errors. The student's task is to choose, from the alternatives provided, the best answer to the question posed in the stem (the question). The Social Studies selected-response items will have four answer choices.

## Social Studies Example Items

Example items, which are representative of three DOK levels across various Grade 4 Social Studies content domains, are provided on the following pages. **All example and sample items contained in this guide are the property of the Georgia Department of Education.**

**Example Item 1****DOK Level:** 1**Social Studies Grade 4 Content Domain:** History

**Standard:** SS4H4. The student will explain the causes, events, and results of the American Revolution. d. Describe key individuals in the American Revolution with emphasis on King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, and John Adams.

**Who played an important role in the American Revolution?**

- A John Adams
- B Harriet Tubman
- C Meriwether Lewis
- D Elizabeth Cady Stanton

**Correct Answer:** A

**Explanation of Correct Answer:** The correct answer is choice (A) John Adams. Adams was one of the first colonial leaders to call for independence from Great Britain, and he served as an important voice in the Continental Congress. Choices (B) and (D) are incorrect because Tubman and Stanton were born after the American Revolution. Choice (C) is incorrect because Lewis's accomplishments took place after the American Revolution.

**Example Item 2****DOK Level:** 2**Social Studies Grade 4 Content Domain:** Geography

**Standard:** SS4G2. The student will describe how physical systems affect human systems. c. Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities practiced therein.

**Why were the Mid-Atlantic colonists successful at growing wheat?**

- A They had thick forests and rocky land.
- B They had many workers and new tools.
- C They had rich soil and a moderate climate.
- D They had dry weather and high mountains.

**Correct Answer:** C

**Explanation of Correct Answer:** The correct answer is choice (C) They had rich soil and a moderate climate. The land and climate of the Mid-Atlantic region was well suited for growing crops such as

wheat. Choices (A) and (D) are incorrect because these conditions are not ideal for growing wheat. Choice (B) is incorrect because workers and tools were not unique to the Mid-Atlantic region.

### Example Item 3

**DOK Level:** 2

**Social Studies Grade 4 Content Domain:** Economics

**Standard:** SS4E1. The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events. d. Explain how voluntary exchange helps both buyers and sellers (such as prehistoric and colonial trade in North America).

**Read the information in the box.**

Early Europeans in North America had goods such as knives and kettles.

Native Americans traded beaver furs for these goods.

**Which of these statements is true about the exchange?**

- A** It was discouraged by European governments.
- B** It led to the two groups building towns together.
- C** It led to the founding of the New England colonies.
- D** It allowed each group to receive something it wanted.

**Correct Answer:** D

**Explanation of Correct Answer:** The correct answer is choice (D) It allowed each group to receive something it wanted. Trade allows each side to give something it has a surplus of in exchange for something it needs. Choice (A) is incorrect because the Europeans were in favor of trading for things they needed. Choice (B) is incorrect because trade did not cause Europeans and Native Americans to build towns together. Choice (C) is incorrect because this trade did not directly lead to the founding of the New England colonies.



**Example Item 4****DOK Level:** 3**Social Studies Grade 4 Content Domain:** History

**Standard:** SS4H5. The student will analyze the challenges faced by the new nation. b. Identify the major leaders of the Constitutional Convention (James Madison and Benjamin Franklin) and describe the major issues they debated, including the rights of states, the Great Compromise, and slavery.

**Why did the small states agree to the Great Compromise at the Constitutional Convention?**

- A** because all states would have the same number of Senate votes
- B** because small states would have more Senate votes than large states
- C** because all states would have the same number of votes in the House of Representatives
- D** because small states would have more votes in the House of Representatives than large states

**Correct Answer:** A

**Explanation of Correct Answer:** The correct answer is choice (A) because all states would have the same number of Senate votes. The Great Compromise established that the House of Representatives would have an assigned number of seats for each state, depending on its size, while the Senate would include two seats for each state. Small states agreed to this compromise because it allowed them to have equal representation in the Senate. Choices (B) and (D) are incorrect because small states do not have more votes in the Senate or House of Representatives than large states. Choice (C) is incorrect because not all states have the same number of votes in the House of Representatives.

**Example Item 5**

**DOK Level:** 3

**Social Studies Grade 4 Content Domain:** Government/Civics

**Standard:** SS4CG4. The student will explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic. b. Explain the necessity of obeying reasonable laws/rules voluntarily, and explain why it is important for citizens in a democratic society to participate in public (civic) life (staying informed, voting, volunteering, communicating with public officials).

**How can citizens in a democratic society BEST participate in public life?**

- A** by paying taxes
- B** by voting in elections
- C** by shopping at the mall
- D** by visiting national parks

**Correct Answer:** B

**Explanation of Correct Answer:** The correct answer is choice (B) by voting in elections. Voting allows citizens to choose which officials they want to represent them at national, state, and local levels. Choices (A), (C), and (D) are incorrect because these actions are not the best way for citizens to participate in public life.

### **Social Studies Additional Sample Items**

This section has two parts. The first part is a set of 10 sample items for the Social Studies portion of the EOG assessment. The second part contains a table that shows for each item the standard assessed, the DOK level, the correct answer (key), and a rationale/explanation about the key and distractors. The sample items can be utilized as a mini-test to familiarize students with the item formats found on the assessment. **All example and sample items contained in this guide are the property of the Georgia Department of Education.**

**Item 1**

Look at the chart.

**Two Native American Groups**

Group	Location	Shelter	Material Used to Make Shelter
Hopi	Southwestern United States	pueblo	straw and clay
Inuit	Northern Canada	igloo	snow and ice

**How were the Hopi and the Inuit similar?**

- A They lived in the same region.
- B They built their shelters in the same way.
- C They traded with each other to get what they needed.
- D They used resources around them to make their shelters.

**Item 2**

**Which of these describes Sojourner Truth?**

- A She was a guide who traveled with Lewis and Clark.
- B She was a plantation owner who found better ways to grow tobacco.
- C She was a former slave who spoke out against slavery and for women's rights.
- D She was a colonial woman who helped soldiers during the American Revolution.

**Item 3**

**Why does the United States have a military?**

- A to make money
- B to build weapons
- C to run the government
- D to protect the country

**Item 4**

**Which of these is an example of cooperation between Europeans and Native Americans?**

- A** French traders set up a fur trade with Native Americans.
- B** European colonists cut down forests to build their towns.
- C** European colonists turned hunting grounds into farmlands.
- D** British settlers broke treaties made with Native Americans.

**Item 5**

**Look at the map.**

**The United States**



**Which physical feature is shown by the shaded area of the map?**

- A** the Atlantic Coastal Plain
- B** the Continental Divide
- C** the Great Plains
- D** the Great Basin

**Item 6**

**Which of these is one reason the British government passed the Stamp Act of 1765?**

- A** to build new roads to connect the colonies
- B** to reward the colonists for the Boston Tea Party
- C** to pay for the soldiers sent to protect the colonies
- D** to punish the colonists for forming the Sons of Liberty

**Item 7**

**Why is it important to limit the power of people in authority?**

- A** to get laws passed quickly
- B** to protect the rights of all people
- C** to provide jobs for more people
- D** to give the president more control

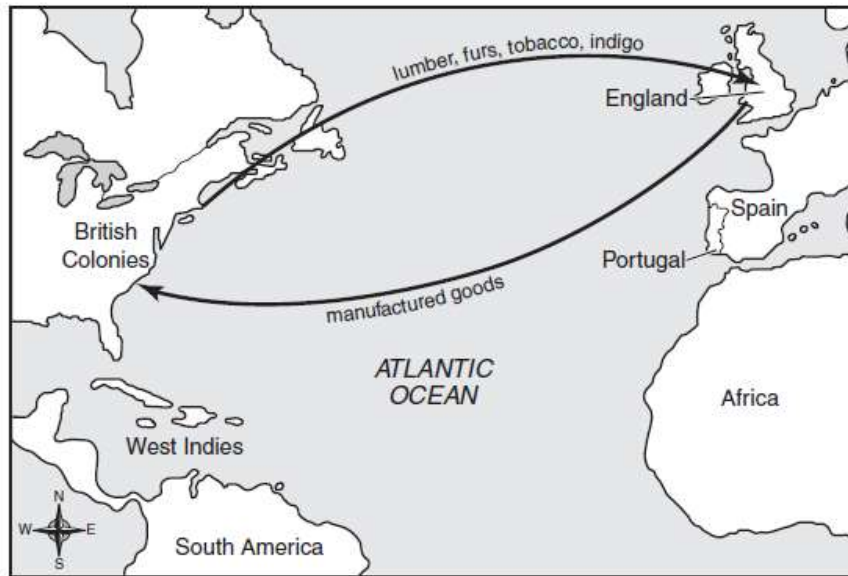
**Item 8**

**The Kwakiutl lived in permanent shelters along the Pacific coast. What did this location provide for them?**

- A** good farmland
- B** tropical weather
- C** food from the ocean
- D** protection from enemies

**Item 9**

Look at the map.



Which of these was a result of the exchange of goods shown on the map?

- A Fewer people in the colonies had jobs.
- B Economic activity in the colonies increased.
- C More people moved from the colonies to Europe.
- D Fewer ships traveled between the colonies and Europe.

**Item 10**

Who is known as the Father of the Constitution and later became president of the United States?

- A John Adams
- B Patrick Henry
- C James Madison
- D George Washington

**Social Studies Additional Sample Item Keys**

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
1	SS4H1b	2	D	The correct answer is choice (D) They used resources around them to make their shelters. The Hopi used straw and clay to make pueblos, while the Inuit used snow and ice to build igloos. Choice (A) is incorrect because the Hopi and Inuit did not live in the same region. Choice (B) is incorrect because the Hopi and Inuit built different kinds of shelters. Choice (C) is incorrect because the chart does not suggest trade.
2	SS4H7b	2	C	The correct answer is choice (C) She was a former slave who spoke out against slavery and for women's rights. In the 1800s, Sojourner Truth made speeches calling for an end to slavery and for advances in women's rights. Choices (A), (B), and (D) are incorrect because they do not describe accomplishments of Sojourner Truth.
3	SS4CG3c	2	D	The correct answer is choice (D) to protect the country. The purpose of the military is to keep the United States safe from attack and help resolve conflicts that might represent a threat to the country. Choices (A), (B), and (C) are incorrect because they do not describe functions of the U.S. military.
4	SS4H2b	2	A	The correct answer is choice (A) French traders set up a fur trade with Native Americans. This describes an event that was helpful to both the European colonists and the Native Americans. Choices (B), (C), and (D) are incorrect because they describe events that were harmful to Native Americans and were done without their cooperation.
5	SS4G1a	1	A	The correct answer is choice (A) the Atlantic Coastal Plain. The Atlantic Coastal Plain stretches across the Atlantic coast from New York to Florida. Choices (B), (C), and (D) are incorrect because these physical features are located well west of the shaded region.



Item	Standard/ Element	DOK Level	Correct Answer	Explanation
6	SS4H4a	2	C	The correct answer is choice (C) to pay for the soldiers sent to protect the colonies. By enacting a tax on stamps, newspapers, pamphlets, legal papers and more, the British government tried to generate money to pay for soldiers protecting the colonies. Choice (A) is incorrect because the Stamp Act was not related to building roads. Choices (B) and (D) are incorrect because the Stamp Act was not meant as a reward or punishment for the colonists, but rather a way for Britain to make money.
7	SS4CG3d	3	B	The correct answer is choice (B) to protect the rights of all people. If no limits were placed on people in authority, they could become too powerful and make decisions that do not reflect the will of the people. Choices (A), (C), and (D) are incorrect because they do not reflect reasons for limiting the power of people in authority.
8	SS4H1b	2	C	The correct answer is choice (C) food from the ocean. The Kwakiutl used their environment along the Pacific Ocean to obtain fish and other food from the ocean. Choices (A), (B), and (D) are incorrect because the Pacific coast did not provide good farmland, tropical weather, or protection from enemies.
9	SS4E1e	3	B	The correct answer is choice (B) Economic activity in the colonies increased. Trade between the colonies and Europe allowed for the growth of colonial economies. Choices (A), (C), and (D) are incorrect because trade between the colonies and Europe had opposite effects as those described.
10	SS4H5b	1	C	The correct answer is choice (C) James Madison. Madison, one of the Founding Fathers and the fourth president of the United States, made speeches and proposed ideas that strongly influenced the Constitution during the Constitutional Convention. Choices (A), (B), and (D) are incorrect because these early patriots were not as heavily involved in the planning and writing of the Constitution. Additionally, Patrick Henry (B) was not a U.S. President.