Extending Learning Beyond the Classroom

School is out, but learning continues!



GRADE 7

Clayton County Public Schools

Clayton County Public Schools

Department of Curriculum, Instruction, & Assessment

1058 Fifth Avenue • Jonesboro, Georgia 30236 • (770) 473-2700

DR. MORCEASE J. BEASLEY
Superintendent of Schools

DR. EBONY T. LEE
Director of Curriculum, Instruction, & Assessment

Dear Parents,

We want your child to be well prepared for the demands of the Georgia Milestones Assessment System (GMAS) which measures college and career readiness. The Department of Curriculum, Instruction, and Assessment is *Extending Learning Beyond the Classroom* by providing academic assignments for students to complete to support and reinforce their learning. The assignments focus on standards-based practice that reflects what students are expected to demonstrate on the Georgia Milestones in each core content area.

Assignments are provided for students in grades 3-12. Students are encouraged to complete the assignments while away from school. Students can bring their finished work to school for teachers to review and support their areas of need. As always, students are encouraged to read at least 30 minutes every day. Parents are asked to engage students in conversations about what they are reading and learning from the assignments. Parents may consider having a scheduled time for students to complete their work, and they may assist students – as needed - with the completion of assignments. Finally, an electronic version of the assignments and additional online resources can be found on the Clayton County Public Schools website (www.clayton.k12.ga.us).

Thank you for your partnership and your commitment to high performance!

Regards,

Dr. Ebony T. Lee
Director of Curriculum, Instruction, & Assessment

Georgia Milestones Assessment System



Study/Resource Guide for Students and Parents

Grade 7

Study/Resource Guide

The Study/Resource Guides are intended to serve as a resource for parents and students. They contain practice questions and learning activities for each content area. The standards identified in the Study/Resource Guides address a sampling of the state-mandated content standards.

For the purposes of day-to-day classroom instruction, teachers should consult the wide array of resources that can be found at www.georgiastandards.org.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Table of Contents

THE GEORGIA MILESTONES ASSESSMENT SYSTEM 3
HOW TO USE THIS GUIDE 4
PREPARING FOR TAKING TESTS 5
OVERVIEW OF THE END-OF-GRADE ASSESSMENT 6
TYPES OF ITEMS 6
DEPTH OF KNOWLEDGE 8
ENGLISH LANGUAGE ARTS (ELA) 11
DESCRIPTION OF TEST FORMAT AND ORGANIZATION 11
CONTENT 11
ITEM TYPES 11
ENGLISH LANGUAGE ARTS (ELA) DEPTH OF KNOWLEDGE EXAMPLE ITEMS 12
ENGLISH LANGUAGE ARTS (ELA) CONTENT DESCRIPTION AND ADDITIONAL SAMPLE ITEMS . 22
ENGLISH LANGUAGE ARTS (ELA) ADDITIONAL SAMPLE ITEM KEYS 52
ENGLISH LANGUAGE ARTS (ELA) SAMPLE SCORING RUBRICS AND EXEMPLAR RESPONSES . 57
ENGLISH LANGUAGE ARTS (ELA) WRITING RUBRICS 65
MATHEMATICS 74
DESCRIPTION OF TEST FORMAT AND ORGANIZATION 74
CONTENT 74
ITEM TYPES 74
MATHEMATICS DEPTH OF KNOWLEDGE EXAMPLE ITEMS 75
MATHEMATICS CONTENT DESCRIPTION AND ADDITIONAL SAMPLE ITEMS 81
MATHEMATICS ADDITIONAL SAMPLE ITEM KEYS 109
MATHEMATICS SAMPLE SCORING RUBRICS AND EXEMPLAR RESPONSES 115
APPENDIX A: LANGUAGE PROGRESSIVE SKILLS, BY GRADE 126
APPENDIX B: CONDITION CODES 127

Copyright © 2017 by Georgia Department of Education. All rights reserved.

THE GEORGIA MILESTONES ASSESSMENT SYSTEM



Dear Student,

This **Georgia Milestones Grade 7 Study/Resource Guide for Students and Parents** is intended as a resource for parents and students. It contains sample questions and helpful activities to give you an idea of what test questions look like on Georgia Milestones and what the Grade 7 End-of-Grade (EOG) assessment covers.

These sample questions are fully explained and will tell you why each answer is either correct or incorrect.

Get ready—open this guide—and get started!

Copyright © 2017 by Georgia Department of Education. All rights reserved.

HOW TO USE THIS GUIDE

Let's get started!



* **Get it together!**
  - This guide
  - Pen or pencil
  - Highlighter
  - Paper

* **Gather materials**
  - Classroom notebooks
  - Textbooks

* **Study space**
  - Find a comfortable place to sit.
  - Use good lighting.
  - Time to focus—no TV, games, or phones!

* **Study time**
  - Set aside some time after school.
  - Set a goal—how long are you going to study?
  - Remember—you cannot do this all at one time.
  - Study a little at a time, every day.

* **Study buddy**
  - Work with a friend, sister, brother, parent—anyone who can help!
  - Ask questions—it is better to ask now and get answers.
  - Make sure you know what you need to do—read the directions before you start.
  - Ask your teacher if you need help.

* **Test-taking help**
  - Read each question and all of the answer choices carefully.
  - Be neat—use scratch paper.
  - Check your work!

Copyright © 2017 by Georgia Department of Education. All rights reserved.

PREPARING FOR TAKING TESTS

Getting ready!





Here are some ideas to think about before you take a test.

- Get plenty of rest and eat right. Take care of your body and your mind will do the rest.
- If you are worried about a test, don't be. Talk with a teacher, parent, or friend about what is expected of you.
- Review the things you have learned all year long. Feel good about it.
- Remember that a test is just one look at what you know. Your class work, projects, and other tests will also show your teachers how much you have learned throughout the year.

Try your best!

Copyright © 2017 by Georgia Department of Education. All rights reserved.

OVERVIEW OF THE END-OF-GRADE ASSESSMENT

What is on the End-of-Grade Assessment?

- **English Language Arts (ELA)**
- **Mathematics**

TYPES OF ITEMS

- **Selected-response items**—also called multiple-choice
  - English Language Arts (ELA) and Mathematics
  - There is a question, problem, or statement that is followed by four answer choices.
  - There is only ONE right answer, so read EACH answer choice carefully.
  - Start by eliminating the answers that you know are wrong.
  - Then look for the answer that is the BEST choice.

- **Technology-enhanced items**—also called multiple-select or two-part questions
  - English Language Arts (ELA), Mathematics, Science, and Social Studies
  - There is a question, problem, or statement.
  - You may be asked to select more than one right answer.
  - You may be asked to answer the first part of the question. Then, you will answer the second part of the question based on how you answered part one.
  - Read the directions for each question carefully.
  - Start by eliminating the answers you know are wrong.
  - If the question has two parts, answer the first part before you move to the second part.

- **Constructed-response items**
  - English Language Arts (ELA) and Mathematics
  - There is a question, problem, or statement but no answer choices.
  - You have to write your answer or work out a problem.
  - Read the question carefully and think about what you are asked to do.
  - In English Language Arts (ELA), go back to the passage to look for details and information.
  - You will be scored on accuracy and how well you support your answer with evidence.

- **Extended constructed-response items**
  - English Language Arts (ELA) and Mathematics
  - These are similar to the constructed-response items.
  - Sometimes they have more than one part, or they require a longer answer.
  - Check that you have answered all parts of the question.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

- **Extended writing prompt**
  - English Language Arts (ELA) only
  - There is a question, problem, or statement.
  - You may be asked to do more than one thing.
  - In English Language Arts (ELA), you will be asked to read two passages and then write an essay.
  - You will be scored on how well you answer the question and the quality of your writing.
  - Organize your ideas clearly.
  - Use correct grammar, punctuation, and spelling.
  - Support your answer with evidence from the text.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

DEPTH OF KNOWLEDGE

Test questions are designed with a Depth of Knowledge (DOK) level in mind. As you go from Level 1 to Level 4, the questions get more and more challenging. They take more thinking and reasoning to answer. You may have experienced these types of questions in your classroom as your teachers find ways to challenge you each day.

A Level 1 item may not require as much thinking as a Level 4 item—but that does not mean it's easy.

A Level 4 item may have more than one part or ask you to write something.

Here is some information to help you understand just what a DOK level really is.

Level 1 (Recall of Information)

- Identify, list, or define something.
- Questions may start with *who, what, when*, and *where*.
- Recall facts, terms, or identify information.

Level 2 (Basic Reasoning)

- Think about things—it is more than just remembering something.
- Describe or explain something.
- Answer the questions "how" or "why."

Level 3 (Complex Reasoning)

- Go beyond explaining or describing "how and why."
- Explain or justify your answers.
- Give reasons and evidence for your response.
- Make connections and explain a concept or a "big idea."

Level 4 (Extended Reasoning)

- Complex thinking required!
- Plan, investigate, or apply a deeper understanding.
- These items will take more time to write.
- Connect and relate ideas.
- Show evidence by doing a task, creating a product, or writing a response.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Depth of Knowledge

Level 1—Recall of Information Level 1 asks you to identify, list, or define. You may be asked to recall *who, what, when*, and *where*. You may also be asked to recall facts and terms or identify information in documents, quotations, maps, charts, tables, graphs, or illustrations. Items that ask you to "describe" and/or "explain" could be Level 1 or Level 2. A Level 1 item requires that you just recall, recite, or repeat information.	
Skills Demonstrated	**Question Cues**
• Make observations • Recall information • Recognize formulas, properties, patterns, processes • Know vocabulary, definitions • Know basic concepts • Perform one-step processes • Translate from one representation to another • Identify relationships	• Tell who, what, when, or where • Find • List • Define • Identify; label; name • Choose; select • Compute; estimate • Express as • Read from data displays • Order

Level 2—Basic Reasoning Level 2 includes some thinking that goes beyond recalling or repeating a response. A Level 2 "describe" and/or "explain" item would require that you go beyond a description or explanation of information to describe and/or explain a result or "how" or "why."	
Skills Demonstrated	**Question Cues**
• Apply learned information to abstract and real-life situations • Use methods, concepts, and theories in abstract and real-life situations • Perform multi-step processes • Solve problems using required skills or knowledge (requires more than habitual response) • Make a decision about how to proceed • Identify and organize components of a whole • Extend patterns • Identify/describe cause and effect • Recognize unstated assumptions; make inferences • Interpret facts • Compare or contrast simple concepts/ideas	• Apply • Calculate; solve • Complete • Describe • Explain how; demonstrate • Construct data displays • Construct; draw • Analyze • Extend • Connect • Classify • Arrange • Compare; contrast

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Level 3—Complex Reasoning

Level 3 requires reasoning, using evidence, and thinking on a higher level than Level 1 and Level 2. You will go beyond explaining or describing "how and why" to justifying the "how and why" through reasons and evidence. Level 3 items often involve making connections across time and place to explain a concept or a "big idea."

Skills Demonstrated	Question Cues
• Solve an open-ended problem with more than one correct answer • Create a pattern • Generalize from given facts • Relate knowledge from several sources • Draw conclusions • Make predictions • Translate knowledge into new contexts • Compare and discriminate between ideas • Assess value of methods, concepts, theories, processes, and formulas • Make choices based on a reasoned argument • Verify the value of evidence, information, numbers, and data	• Plan; prepare • Predict • Create; design • Ask "what if?" questions • Generalize • Justify; explain why; support; convince • Assess • Rank; grade • Test; judge • Recommend • Select • Conclude

Level 4—Extended Reasoning

Level 4 requires the complex reasoning of Level 3 with the addition of planning, investigating, applying deeper understanding, and/or developing that will require a longer period of time. You may be asked to connect and relate ideas and concepts *within* the content area or *among* content areas in order to be at this highest level. The Level 4 items would be a show of evidence—through a task, a product, or an extended response—that the higher level demands have been met.

Skills Demonstrated	Question Cues
• Analyze and synthesize information from multiple sources • Examine and explain alternative perspectives across a variety of sources • Describe and illustrate how common themes are found across texts from different cultures • Apply mathematical models to illuminate a problem or situation • Design a mathematical model to inform and solve a practical or abstract situation • Combine and synthesize ideas into new concepts	• Design • Connect • Synthesize • Apply concepts • Critique • Analyze • Create • Prove

Copyright © 2017 by Georgia Department of Education. All rights reserved.

ENGLISH LANGUAGE ARTS (ELA)

DESCRIPTION OF TEST FORMAT AND ORGANIZATION

The Grade 7 English Language Arts (ELA) EOG assessment has a total of 60 items.

You will answer a variety of item types on the test. Some of the items are selected-response (multiple-choice), which means you choose the correct answer from four choices. Some items will ask you to write your response using details from the text. There will also be a writing prompt that will ask you to write an essay.

The test will be given in three sections.

- Section 1 will be given on Day 1. You will be given a maximum of 90 minutes to complete the section.*
- Sections 2 and 3 will be given over one or two days. You may have up to 75 minutes to complete each section.

CONTENT

The Grade 7 English Language Arts (ELA) EOG assessment will measure the Grade 7 standards that are described at www.georgiastandards.org.

The content of the assessment covers standards that are reported under these domains:

- Reading and Vocabulary
- Writing and Language

There are two kinds of texts—fiction (including stories and poems) and informational text.

There are two kinds of essays—an argumentative essay and an informational/explanatory essay.

Students will also write extended constructed responses that use narrative techniques such as completing a story, writing a new beginning, or adding dialogue. (Item 5 on page 27 gives an example of a prompt that requires a narrative response.)

ITEM TYPES

The English Language Arts (ELA) portion of the Grade 7 EOG assessment consists of selected-response (multiple-choice), technology-enhanced (multiple-select or two-part questions), constructed-response, extended constructed-response, and extended writing-response items.

* Beginning with the Spring 2017 administration, the extended writing-response will appear in Section 1. Prior to Spring 2017, the extended writing-response appears in Section 3.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

ENGLISH LANGUAGE ARTS (ELA) DEPTH OF KNOWLEDGE EXAMPLE ITEMS

Example items that represent applicable DOK levels are provided for you on the following pages. The items and explanations of what is expected of you to answer them will help you prepare for the test.

All example and sample items contained in this guide are the property of the Georgia Department of Education.

Example Item 1

Selected-Response

DOK Level 1: This is a DOK level 1 item because it requires students to recognize and identify a type of sentence.

English Language Arts (ELA) Grade 7 Content Domain II: Writing and Language

Standard: ELAGSE7L1b. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

Read this sentence.

> I went to the spring to get some water, and I saw a deer drinking there.

Which type of sentence is this?

A. simple
B. compound
C. complex
D. compound complex

Correct Answer: B

Explanation of Correct Answer: The correct answer is choice (B) compound. The sentence has two independent clauses joined by a comma and a coordinating conjunction. Choice (A) is incorrect because there is more than one independent clause. Choices (C) and (D) are incorrect because the sentence does not have a subordinate clause.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

In this section, you will read two passages about the ongoing debate about providing food to wild birds. What are the advantages and disadvantages of feeding the birds? You will answer two questions and then write an argumentative essay supporting either side of the debate in which you argue for or against feeding the wild birds.

Before you begin planning and writing, read these two passages:

1. **Stop Feeding Wild Birds**
2. **For the Birds**

As you read the passages, think about what details from the passages you might use in your argumentative essay. Read these two passages about the migration of birds and answer Example Items 2 through 4.

Stop Feeding Wild Birds

Many people believe that they can do their part to help wildlife by providing food for wild birds. They believe it helps the birds become healthier and stronger and ensures they have food during times of scarcity. Often, however, this isn't the case. In natural settings, birds feed on a wide variety of foods that nature provides for them and that satisfies all their nutritional requirements. At artificial feeding sites, many birds have been found to suffer from diseases and poor nutrition. The foods many people choose to feed birds, such as bread, crackers, and popcorn, are low in protein.

Natural food locations are scattered everywhere. Birds that have to look for food on their own can easily find it in places where they can eat in relative seclusion. At artificial feeding sites, however, the birds often have to compete. Artificial feeding attracts birds in large numbers and encourages them to linger at the sites, looking for handouts rather than following their natural migration paths south. Many birds are unable to compete because the competition is too high. Furthermore, the number of birds that remain near the feeders often exceeds the natural water supplies in the area. When birds change their migration patterns or stop migrating altogether, many of them may not survive the winter. If people stopped feeding them before the time they normally migrate, the birds would have a better chance of finding natural foods and following their companions to warmer climates.

Wild birds can become dependent on the handouts. When this happens, their behaviors change. Many become aggressive as they struggle to compete for their share. Many lose their wariness of humans and, eventually, their wildness.

In order to keep these creatures wild, people must stop feeding them. They can still visit sites where birds nest and enjoy these birds in their natural habitats, not in artificial ones.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

For the Birds

As you learn to enjoy the beauty of birdlife around your home, you may wish to improve the habitat in your yard so that more birds will visit your property. You can attract birds by placing bird feeders, nest boxes, and birdbaths in your backyard and by planting a variety of trees, shrubs, and flowers. These can provide good nesting sites, winter shelter, places to hide from predators, and natural food supplies that are available year-round.

It doesn't matter where you live—in an apartment, a townhouse, or a single-family dwelling in the city, suburbs, or country. Just stand still, and you'll hear them—wild birds. It is hard to imagine life without them.

Bird watching is one of the fastest growing forms of outdoor recreation in the country. Each year millions of people discover for the first time the joys of bird watching. It's easy to understand why. Birds are fun to watch. And you can watch them just about everywhere. The most convenient place to start is right in your own backyard. All it takes to get their attention is food or water, a place to build a nest, and appropriate vegetation.

When you want to attract a particular bird species and keep it returning to your backyard, what you do will be determined by where you live and the time of year. When the ground is covered with snow and ice, it's hard to resist tossing seed out the door. But it's healthier for the birds to get their handouts at a feeding station, rather than off the ground. You can start simply with a piece of scrap wood elevated a few inches above the ground. Add a few holes for drainage, and you've built a platform feeder. It won't be long before the birds find it. If too many birds at your feeder become a problem, you can control their numbers by putting out smaller amounts of seed or by using specialty seeds or restrictive feeders that will attract only certain species. If you fill your feeder only when it's empty, the birds will look for food elsewhere.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Example Item 2

Selected-Response

DOK Level 2: This is a DOK level 2 item because the student has to use the context clues in the text to determine the meaning of a vocabulary word.

English Language Arts (ELA) Grade 7 Content Domain: Reading and Vocabulary

Genre: Informational

Standard: ELAGSE7L4a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Which is the BEST definition for the phrase *relative seclusion* as it is used in these sentences from "Stop Feeding Wild Birds"?

> Natural food locations are scattered everywhere. Birds that have to look for food on their own can easily find it in places where they can eat in relative seclusion. At artificial feeding sites, however, the birds often have to compete.

A. quiet
B. shelter
C. privacy
D. isolation

Correct Answer: C

Explanation of Correct Answer: The correct answer is choice (C) privacy. The sentence makes it clear that the birds can eat in privacy, or without being disturbed, because their food sources are "scattered" over an area. Choice (A) is incorrect because the paragraph implies that scattered food sources prevent competition, not the absence of noise. Choice (B) is incorrect because it implies that the birds are somehow safer if the birds do not feed near one another; the sentences do not suggest this. Choice (D) is incorrect because it presumes that the birds have removed themselves entirely from other feeding birds.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Example Item 3

Constructed-Response

DOK Level 3: This is a DOK level 3 item because students are asked to analyze and explain how the authors use different types of evidence and styles of writing to present their views and support their ideas. There is more than one correct answer, and students must draw conclusions.

English Language Arts (ELA) Grade 7 Content Domain: Reading and Vocabulary

Genre: Informational

Standard: ELAGSE7RI9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts.

Explain the difference in how the authors of "Stop Feeding Wild Birds" and "For the Birds" support their arguments about humans feeding birds.

Use details from both passages to support your answer. Write your answer on the lines provided.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Scoring Rubric

Points	Description
2	The exemplar shows a full-credit response. It achieves the following: • Gives sufficient evidence of the ability to contrast the evidence and support provided in the texts • Includes specific examples/details that make clear reference to the texts • Adequately contrasts the evidence and support with clearly relevant information based on the texts
1	The exemplar shows a 1-point response. It achieves the following: • Gives limited evidence of the ability to contrast the evidence and support provided in the texts • Includes vague/limited examples/details that make reference to the texts • Contrasts the evidence and support with vague/limited information based on the texts
0	The exemplar shows a response that would earn no credit. It achieves the following: • Gives no evidence of the ability to contrast the evidence and support provided in the texts

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Exemplar Response

Points Awarded	Sample Response
2	The authors use different styles of writing to present their views about feeding wild birds, and they use different types of evidence to support their views. The author of "Stop Feeding Wild Birds" uses a straightforward, explanatory tone. The article begins by addressing the fact that many people believe feeding birds helps them survive. Then it provides a series of facts that explain why this belief is incorrect. This article outlines the problems, giving specific examples of how feeding wild birds can harm them. For example, the article talks about how feeding wild birds makes them dependent on humans because the birds are no longer able to find food for themselves, and they can fall out of their natural migration patterns. The author of "For the Birds" appeals to people's emotions about caring for wildlife. The article begins by stressing the enjoyment people can get from observing and caring for birds and then provides suggestions for how to set up a feeding station. The author claims that properly managing a feeding station can eliminate some of the problems that can occur as a result of feeding wild birds. The article focuses on the enjoyment people get from wild birds and clearly promotes the practice for the sake of the birds as well as the people.
1	The authors use different styles of writing to present their views about feeding wild birds, and they use different types of evidence to support their views. The author of "Stop Feeding Wild Birds" uses a straightforward, explanatory style to outline the problems with feeding the birds. It then includes specific instances in which feeding wild birds has harmed them. The author of "For the Birds" stresses the enjoyment people can get from observing and caring for birds, and then provides suggestions for how to set up a feeding station. The article clearly encourages the practice of feeding.
0	The authors use different evidence to present their points of view about feeding wild birds and whether it is good for the birds or whether it actually harms them.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Example Item 4

Extended Writing-Response

DOK Level 4: This is a DOK level 4 item because it goes beyond explaining to analyzing and synthesizing information from different sources. The student must combine ideas from the two passages and write an essay in response to an extended writing-prompt.

English Language Arts (ELA) Grade 7 Content Domain: Writing and Language

Genre: Informational

Standard: ELAGSE7W1. Write arguments to support claims with clear reasons and relevant evidence.

Now that you have read "Stop Feeding Wild Birds" and "For the Birds," create a plan for and write your argumentative essay.

WRITING TASK

Review the claims on both sides. Choose a side, and then write an **argumentative essay** supporting either side of the debate. You will argue for or against feeding wild birds.

Be sure to use information from BOTH passages to support the side you have chosen. **Write your answer on the lines provided.**

Be sure to:

- Introduce your claim.
- Support your claim with logical reasons and relevant evidence from the passages.
- Acknowledge and address alternate or opposing claims.
- Organize the reasons and evidence logically.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages.
- Identify the passages by title or number when using details or facts directly from the passages.
- Use words, phrases, or clauses to connect your ideas and to clarify the relationships among claims, counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Use clear language and vocabulary.
- Provide a conclusion that supports the argument presented.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

The following are examples of a seven-point response. See the seven-point, two-trait rubric for a text-based argumentative response on pages 70 and 71 to see why these examples would earn the maximum number of points.

Examples of a Seven-Point Response:

Though many people believe that feeding wild birds helps them survive in times when food is scarce, it actually causes the birds more harm than good. Birds are born to be wild, and they know by instinct how to find food on their own.

The author of "Stop Feeding Wild Birds" claims that when people feed these wild birds, the birds become dependent on humans for survival. The birds lose their ability to survive on their own. The author explains that birds that eat food provided by humans are more likely to be undernourished and suffer from diseases. Nature provides birds with a variety of foods that satisfy all their nutritional requirements. People tend to give them foods that are low in protein, such as popcorn and bread.

Feeding wild birds also changes their migration patterns. The author of "Stop Feeding Wild Birds" claims that some birds remain at the feeders and stop migrating altogether. As a result, they suffer because when the cold weather arrives, they are not able to survive through the winter. If they fly south to a warmer climate, they find a variety of natural foods along their migration paths.

The author of "For the Birds" claims that with enough knowledge about bird behaviors, feeding them can help ensure they have an adequate food supply. The author stresses the enjoyment people can get from observing and caring for birds in their own yards and acknowledges the fact that it's hard to imagine life without wild birds. Yet the author correctly implies that the best way to protect birds is keep them wild.

OR

There's no question that many people enjoy watching wild birds. Many people also enjoy feeding them, and their intentions are good. The problem is that though these people think they are helping the birds, they may actually be harming them—not because they shouldn't be feeding them, but because they have not taken the time to learn about wild birds and how to feed them correctly.

The author of "For the Birds" explains that during times of cold weather, it's tempting to simply throw food for the birds on the ground. The author points out that it's healthier to create a feeding station, however. The author also points out that a feeding station allows people to control the amount of food they make available for the birds. This prevents the problem of having too many birds at the feeder, which the author of "Stop Feeding Wild Birds" cites as a reason to stop feeding them.

If people stop feeding the birds, they miss an opportunity to help protect them. For example, as the author of "For the Birds" explains, providing feeding stations for birds helps them hide from predators and ensures they have something to eat. People who genuinely care about wild birds will take the time to learn their habits. As the author of "For the Birds" points out, they can use "specialty foods" to attract certain species. They can learn about the birds' nutritional requirements to ensure that the food they feed them is healthy. They don't have to feed them a diet that consists mainly of popcorn and bread. Once people learn what wild birds need, creating habitats and feeding the birds can help their survival.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

ENGLISH LANGUAGE ARTS (ELA) CONTENT DESCRIPTION AND ADDITIONAL SAMPLE ITEMS

In this section, you will find information about what to study in order to prepare for the Grade 7 English Language Arts EOG assessment. This includes key terms and important vocabulary words. This section also contains practice questions, with an explanation of the correct answers, and activities that you can do on your own or with your classmates or family to prepare for the test.

All example and sample items contained in this guide are the property of the Georgia Department of Education.

Unit 1: Reading Literary Text

READING PASSAGES: LITERARY TEXT

CONTENT DESCRIPTION

The literary passages in the English Language Arts (ELA) test are used to identify main ideas and details, cite evidence, make inferences, determine themes, and understand vocabulary.

Key Ideas and Details

- Ideas and details tell you what the story or poem is about.
- Use these ideas and details when writing or speaking about the story or poem.
- Look for central ideas or themes as you read. Ask yourself—what is this about?
- Think about the characters, setting, and events in the story.
- Summarize the important details and ideas after you read.

Structure of the Text

- Make sure you understand the words and phrases as you read.
- Think about how specific words can help you understand the meaning or tone.
- Look at the structure of stories. Pay attention to how the parts of the text (e.g., a section, chapter, scene, or stanza) work with each other and the story or poem as a whole.
- Think about the point of view or purpose of a text.

Understanding What You Read

- Think about the story and visualize, or make a mental picture, as you read.
- Think about the message or what the writer is trying to say.
- Think and use various reading strategies (e.g., context clues, paraphrasing, referring back to the passage, etc.), even when presented with a difficult text.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

KEY TERMS

Inference: To infer means to come to a reasonable conclusion based on evidence found in the text. By contrast, an **explicit** idea or message is fully stated or revealed by the writer. The author tells the readers exactly what they need to know. (RL1)

Theme: The theme of a literary text is its lesson or message. For example, a story could be about two friends who like to do things together, and the theme might be the importance of friendship. (RL2)

Plot: The series of events that form a story in a specific order. (RL3)

Resolution: In most stories there is a conflict or problem. The resolution is the solution to the problem or the end of the main dramatic conflict. (RL3)

Figurative language: To understand figurative language, you need to distinguish between literal and figurative meanings of words and phrases. Literal refers to the actual meaning of a word or phrase. For example, if someone tells you to open the door, you can open a physical door. If someone tells you to "open the door to your heart," you are being encouraged to open up your feelings and emotions.

Examples of figurative language are similes and metaphors. **Similes** make comparisons using a linking word such as *like*, *as*, or *than* (her eyes shone like the stars). A **metaphor** makes a comparison without a linking word; instead of being *like* another, one thing *is* another (her eyes *were* shining stars). (RL4)

Alliteration: The use of the same sound to start several words in a row. For example, *The beautiful butterfly blew by the bay.* Literary devices such as alliteration can have a big impact on poems, stories, and dramas. (RL4)

Point of view: The perspective from which a story is told. The point of view depends upon who the narrator is and how much he or she knows. The point of view could be first person (*I* went to the store), second person (*You* went to the store), or third person (*He* went to the store). (RL6)

Compare vs. contrast: Though similar, comparing is analyzing two things such as characters or stories in relation to each other, while contrasting is specifically analyzing the *differences* between two things such as two different characters or stories. (RL7/RL9)

Genre: A genre is a category of passages, such as fiction and nonfiction. Each genre has a particular style, form, and content. (RL9)

Important Tips

- Use details to support ideas and answer about *what* you know and *how* you know it.
- Try to answer the question before you read the answer choices.
- Try to read the questions about a literary text before you read the entire text.
- Re-read a literary text as you answer the questions to gain a better understanding.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Sample Items 1–5

Use this passage to answer questions 1 through 5.

Around the World in Eighty Days
by Jules Verne

Mr. Phileas Fogg lived, in 1872, at No. 7, Saville Row, Burlington Gardens, the house in which Sheridan died in 1814. He was one of the most noticeable members of the Reform Club, though he seemed always to avoid attracting attention; an enigmatical[1] personage, about whom little was known, except that he was a polished man of the world. People said that he resembled Byron—at least that his head was Byronic; but he was a bearded, tranquil[2] Byron, who might live on a thousand years without growing old. . . .

Was Phileas Fogg rich? Undoubtedly. But those who knew him best could not imagine how he had made his fortune, and Mr. Fogg was the last person to whom to apply for the information. He was not lavish, nor, on the contrary, avaricious;[3] for, whenever he knew that money was needed for a noble, useful, or benevolent[4] purpose, he supplied it quietly and sometimes anonymously. He was, in short, the least communicative of men. He talked very little, and seemed all the more mysterious for his taciturn[5] manner. His daily habits were quite open to observation; but whatever he did was so exactly the same thing that he had always done before, that the wits of the curious were fairly puzzled.

Had he travelled? It was likely, for no one seemed to know the world more familiarly; there was no spot so secluded that he did not appear to have an intimate acquaintance with it. He often corrected, with a few clear words, the thousand conjectures[6] advanced by members of the club as to lost and unheard-of travelers, pointing out the true probabilities, and seeming as if gifted with a sort of second sight, so often did events justify his predictions. He must have travelled everywhere, at least in the spirit. . . .

Phileas Fogg was not known to have either wife or children, which may happen to the most honest people; either relatives or near friends, which is certainly more unusual. He lived alone in his house in Saville Row, whither none penetrated. A single domestic sufficed to serve him. He breakfasted and dined at the club, at hours mathematically fixed, in the same room, at the same table, never taking his meals with other members, much less bringing a guest with him; and went home at exactly midnight, only to retire at once to bed. . . . When he chose to take a walk it was with a regular step in the entrance hall with its mosaic flooring, or in the circular gallery. . . . When he breakfasted or dined all the resources of the club—its kitchens and pantries, its buttery and dairy—aided to crowd his table . . . he was served by the gravest waiters, in dress coats, and shoes with swan-skin soles . . . and on the finest linen; . . . while his beverages were refreshingly cooled with ice, brought at great cost from the American lakes. . . .

---

[1]**enigmatical:** mysterious
[2]**tranquil:** calm
[3]**avaricious:** greedy
[4]**benevolent:** kind
[5]**taciturn:** silent
[6]**conjectures:** guesses

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Item 1

Selected-Response

Which of these BEST describes the theme of the passage?

A. A worldly but private man avoids dining out in public.
B. A worldly but private man is difficult to get to know.
C. A worldly but private man boasts of his wide travels.
D. A worldly but private man is hiding a terrible secret.

Item 2

Selected-Response

What is the MOST LIKELY reason that Phileas Fogg spends so much time alone?

A. He is afraid of being asked for money.
B. He has little respect for his acquaintances.
C. He feels very insecure about his appearance.
D. He prefers his own company to that of others.

Item 3

Selected-Response

What does *domestic* mean as it is used in this sentence?

> A single domestic sufficed to serve him.

A. local
B. native
C. servant
D. outsider

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Item 4

Technology-Enhanced

This question has two parts. Answer Part A, and then answer Part B.

Part A

What conclusion about Phileas Fogg can the reader MOST LIKELY draw from the story?

A. He follows strict routines in his daily life.
B. He writes poetry about his world travels.
C. He has become wealthy from investments in charities.
D. He frequently entertains friends in his large home.

Part B

Which pair of sentences from the story BEST supports your answer in Part A?

A. People said that he resembled Byron—at least that his head was Byronic; but he was a bearded, tranquil Byron, who might live on a thousand years without growing old . . .

It was likely, for no one seemed to know the world more familiarly; there was no spot so secluded that he did not appear to have an intimate acquaintance with it.

B. His daily habits were quite open to observation; but whatever he did was so exactly the same thing that he had always done before, that the wits of the curious were fairly puzzled.

He breakfasted and dined at the club, at hours mathematically fixed, in the same room, at the same table, never taking his meals with other members, much less bringing a guest with him; and went home at exactly midnight, only to retire at once to bed . . .

C. He was one of the most noticeable members of the Reform Club, though he seemed always to avoid attracting attention; an enigmatical personage, about whom little was known, except that he was a polished man of the world.

He was not lavish, nor, on the contrary, avaricious; for, whenever he knew that money was needed for a noble, useful, or benevolent purpose, he supplied it quietly and sometimes anonymously.

D. He often corrected, with a few clear words, the thousand conjectures advanced by members of the club as to lost and unheard-of travelers, pointing out the true probabilities, and seeming as if gifted with a sort of second sight, so often did events justify his predictions.

When he breakfasted or dined all the resources of the club—its kitchens and pantries, its buttery and dairy—aided to crowd his table.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Item 5

Extended Constructed-Response

The story was written using the third-person point of view. How would the excerpt be different if Phileas Fogg were narrating? Rewrite the beginning of the story from Phileas Fogg's perspective.

Write your answer on the lines provided.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Unit 2: Reading Informational Text

READING PASSAGES: INFORMATIONAL TEXT

CONTENT DESCRIPTION

The informational and explanatory passages in the English Language Arts test can be used to determine central ideas, write an objective summary, analyze ideas, and provide supporting text evidence.

Key Ideas and Details

- Read closely to know exactly what the text says.
- Look for details that tell what the text is about.
- Use those details when writing or speaking about the text.
- Look for the central ideas in the text.
- Summarize the important details and ideas.
- Think about how ideas develop and work together in the text.

Structure

- Make sure you understand the words in the text.
- Use a dictionary, thesaurus, or glossary to help you with words that are new.
- Look at how the parts of the text work with each other.
- Think about the author's point of view or purpose in the text.

Understanding the Text

- Think about the text as if it were presented as a movie or a television show.
- Think about the text and its message.
- Look for details or evidence in the text.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

KEY TERMS

Summary: A summary is an overview of a text that captures the main points but does not give all of the details and does not include opinions. (RI2)

Interactions: How ideas influence individuals or events or how individuals influence ideas or events. As one analyzes the interactions in a text, they give insight into the meaning. (RI3)

Connotative meaning: A meaning beyond the explicit meaning of a word. For example, the word *childlike* connotes innocence as well. Connotations are meanings inferred from certain words. (RI4)

Organization: The way in which a piece of writing is structured. Each sentence, paragraph, or chapter fits into the overall structure of a text and contributes to the development of ideas. Organizational structures can include chronological order, sequential order, cause and effect, problem and solution, compare and contrast, order of importance, spatial order, etc. (RI5)

Author's purpose: The author's intention for his or her piece. All passages have a purpose, whether it is to persuade, inform, explain, or entertain. (RI6)

Author's point of view: The opinion of the author. Your opinion may differ from the opinion of the author writing a passage. (RI6)

Evidence: Something that proves or demonstrates the truth of something else. Informational texts may contain evidence to prove that the information they are providing is correct. (RI8)

Fact and opinion: A **fact** is a statement that can be proven. An **opinion** is a statement that cannot be proven because it states a writer's belief or judgment about something. Deciding whether or not a statement is a fact or an opinion often comes down to a single question: "Can you prove it?" If you can prove a statement, then it is a fact. If not, it's an opinion. (RI2)

Chronological order: The order in which a series of events happened. A text that is arranged in order of time from the beginning to the end is in chronological order. (RI5)

Cause and effect: This is a relationship where one thing causes another thing to happen. A passage may also be organized by stating the **problem and solution** as well. (RI3)

Important Tips

- Try to read the questions about an informational text before you read the text so that you know what to look out for.
- Use evidence from a passage to help explain what is being said.
- Use facts and details to support ideas and answer *what* you know and *how* you know it.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Sample Items 6–9

Read the following passage and answer questions 6 through 9.

Putting Americans Back to Work

The stock market crash in October 1929 caused a worldwide economic depression that lasted a decade and affected nearly every nation in the world. The United States was no exception. At the height of the downturn, nearly 20% of Americans were out of work—that's 1 in 5 Americans. To combat unemployment, the government led by President Franklin D. Roosevelt began in 1935 a program called the Works Project Administration (WPA). It oversaw the construction of public roads, dams, bridges, and buildings. The jobs created by these projects put millions of Americans back to work. But some people had talents that were not suited to building things. To help them, the government expanded the WPA to include federal works projects dedicated to preserving American culture and the arts. The result was the Federal Arts Project, the Federal Theater Project, the Federal Music Project, and the Federal Writers' Project. Each of these programs put talented artists, musicians, actors, and writers to work again.

Under the Federal Arts Project, American artists received unexpectedly large canvases on which to paint their works—the walls of public buildings, including the lobbies of courthouses, post offices, bridges, dams, and customs houses. The program was the brainchild of George Biddle, an artist and friend of President Roosevelt. While in Mexico, he had seen the spectacularly colorful and powerful murals by artists such as Diego Rivera. These huge wall paintings depicted the people of Mexico and celebrated their cultures and traditions. The paintings' purpose was to inspire people to feel pride and also provide some beauty in their daily lives. Biddle thought that American artists could do something similar in the United States. Beginning in 1933, artists began submitting sketches to government-sponsored contests. Winning drawings were then transformed by teams of artists into glorious murals on the walls of federal buildings in their communities. The artwork reflected the local people and their work and values. Many depicted farmers. Others depicted industrial or urban scenes. Many of these paintings still exist today.

The Federal Theater Project helped put nearly 10,000 writers, actors, and theater technicians to work between 1935 and 1939. Like the Federal Arts Project, this program was intended to help keep actors and playwrights employed during tough economic times. The director of the Federal Theater Project was Hallie Flanagan, a teacher and a playwright. Under her guidance, writers and actors staged nearly 1,000 original plays that were performed in 40 states. Most were presented at no cost to the public. The performances included new interpretations of classic dramas as well as original productions of dramas, comedies, and musicals. There were also shows aimed for children. Many struggling playwrights got their start by working for the Federal Theater Project. After the end of the Great Depression, several went on to achieve fame on Broadway and Hollywood.

The Federal Music Project only lasted four years, but it had a tremendous impact on American music. Like the Federal Arts Project and the Federal Theater Project, it was created to provide employment for out-of-work musicians, including composers, singers, teachers, and instrumentalists. Many were formed into orchestras and bands that performed around the country. Others conducted classes to teach Americans how to sing.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Perhaps the most important result of the federal projects was the fieldwork done by writers assigned to the Folklore Section of the Federal Writers' Project. These writers were dispatched across the United States with heavy recording equipment to document the stories, anecdotes, verse, and songs of ordinary Americans. The result was a goldmine of uniquely American material, including oral histories describing life during the days of slavery and traditional folk songs and lore from isolated communities. Without the Federal Writers' Project, precious bits of American culture and lore might have been lost. Today, anyone can explore the fieldworkers' findings by visiting the American Folklife Center at the Library of Congress, where they will be preserved forever.

Although the federal works projects only lasted for a short time—about five years—they had a tremendous impact on the nation, and not only in terms of its economy. The production of artwork, songs, and plays and the preservation of unique lore allowed Americans to remember and appreciate their diverse culture. Most Americans may have felt down and out during the Great Depression, but thanks in part to the federal works projects, they discovered they had then and would always have tremendous creative wealth.

Item 6

Selected-Response

Which sentence would be the MOST important to include in a summary of the passage?

A. Many jobless Americans reconnected with their cultural roots during the 1930s.
B. The art on most U.S. post offices today was produced during the Great Depression.
C. President Franklin D. Roosevelt led the United States out of an economic downturn.
D. The federal government created jobs for unemployed artists, musicians, and writers.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Item 7

Selected-Response

What was the MAIN reason President Roosevelt created the federal works projects?

A. to provide artists, musicians, and writers with employment
B. to lower the unemployment rate for government workers
C. to show the importance of cultural traditions
D. to promote national pride through the arts

Item 8

Constructed-Response

Describe the structure the author uses to organize the text and how it contributes to the development of ideas in the passage.

Support your answer with details from the text. Write your answer on the lines provided.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Item 9

Constructed-Response

What effect did the federal works programs created by President Roosevelt have on unemployed Americans during the Great Depression?

Use details from the passage in your response. Write your answer on the lines provided.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Unit 3: Writing Informational/Explanatory Texts

CONTENT DESCRIPTION

The informational/explanatory passages in the English Language Arts test help develop your writing. Informational writing states ideas, summarizes research, and uses information from more than one source.

Text Types and Purposes

- Write informational/explanatory texts to state ideas and information clearly and accurately.
- Use the best details, organize them, and explain them when necessary.

Production and Distribution of Writing

- Produce writing with organization and style that fits the task, purpose, and audience.
- Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to produce and share writing.

Audience, Purpose, and Voice

- As you write, remember who your audience will be.
- Make sure your writing is appropriate. Watch your tone, style, and voice.
- Remember, you are writing for a purpose—think about *what* you are writing and *why*.

Range of Writing

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Scoring Rubrics

- Scoring rubrics can be found beginning on page 65. You may find it helpful to read and discuss these with a parent or another adult.
- The rubrics show you what is needed to produce a strong piece of writing.
- Rubrics are important to understand. They tell you what to add to your writing.
- Writing on the EOG assessment will be scored using these rubrics.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

KEY TERMS

Informational/explanatory texts are forms of writing that inform the reader or explain something. (W2d)

Introduction: The beginning of a piece of writing. The introduction should let readers know what they will be reading about and set up the main idea of the writing. (W2a)

Organization: The way in which a piece of writing is structured. Similar ideas and illustrations should be grouped together, and the order of the information should make sense. (W2a/W4)

Transition: A word, phrase, or clause that links one idea to the next. Writing should not jump from one idea to the next without transitions that guide the reader to the next idea. Examples include words such as “another,” “for example,” “also,” and ”because.” (W2c)

Conclusion: The end of a piece of writing is the conclusion. The conclusion should sum up the main idea of the writing and provide an overall message for the reader. (W2f)

Formatting: The way in which a piece of writing is organized. For example, a writer can use headings and subheadings to organize the writing and present the information in a clear way. (W2a)

Multimedia: A variety of mediums. Writing does not only include pen to paper or a typed essay. Other ways of enhancing writing can include mediums such as art, presentations, photographs, charts, videos, and more. (W2a)

Writing process: Most informational or technical pieces require hard work and revision before they can be considered ready. Even professional writers may struggle with their words. Drafting, revising, editing, and proofreading your writing are all essential parts of an effective writing process. The steps in the writing process are prewriting, drafting, revising and editing, proofreading, and publishing. (W5)

Important Tips

- Begin by organizing your ideas in different sections. You can use a graphic organizer such as a chart or Venn diagram, or you can create an outline of your writing. Then it will be easier to fill in the supporting details.
- Be sure to develop your writing with details such as facts, definitions, quotations, or other information that supports your topic.
- Organize your writing by using chronological order, cause and effect, compare and contrast, or asking and answering questions.
- Make sure your writing has a concluding statement that supports your central idea.
- Strengthen your writing by planning, revising, editing, rewriting, or trying a new approach.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Sample Items 10–13

[**NOTE:** The structure of the practice items for Unit 3 and Unit 4 is as it appears on the Georgia Milestones End-of-Grade assessment: 1) multiple-choice questions (three on the actual test); 2) a constructed-response item; and 3) an extended writing prompt. Additionally, the instructions for the extended writing prompt are in a format that is similar to the one on the End-of-Grade assessment. There is no extended writing prompt in this unit.]

In this section, you will read a passage and answer questions 10 through 13. You will read about one person's perspective on living and studying abroad. What are the benefits and difficulties of living in a foreign country? You will answer four questions about the passage.

Read this passage and answer questions 10 through 13.

From Culture Shock to Cultural Exchange

The whole point of being an exchange student is to go to a new place, meet new people, and discover how full of variety and surprises the world is. Most exchange students begin the process by dreaming about the places around the globe they would most like to explore. For me, that place was the United States. Even though I live in one of the busiest, most crowded, and most exciting cities in the world, Mumbai, India, I desperately wanted to go to America to study for a year. With my parents' help and encouragement, I completed the arduous application process, which involved several interviews and the writing of an essay, and I was accepted. I was to spend 10 months with a family in a small town I had never heard of, called Gettysburg, Pennsylvania. Looking back now, I realize I had no idea of what was in store for me.

Once I was accepted, there was a series of classes I attended to help me prepare for my year abroad. There was a lot of paperwork involved in getting my passport and securing a student visa to enter the United States. I also had to make sure I had health insurance in case I got sick. There were also classes about how to avoid getting culture shock. Everyone thinks they know what America is like from watching movies and television shows, but as I found out, the country and its culture are very different from what I was used to. For example, Mumbai is the capital of the state of Maharashtra. It is about 240 square miles and has a population of nearly 12 million people. It's the financial and business center of all of India, much like New York City is in the United States. If my host family had lived in NYC, I might have had an easier time adjusting. But Gettysburg is a sleepy little town of about 7,500 people. It is surrounded by apple farms and is best known for being the site of an important battle during the American Civil War. Thousands of people visit Gettysburg every year to view the battlefield, which covers about 9 square miles (23 square km) and is adorned with more than 1,600 monuments commemorating the three-day battle that took place there on July 1, 2, and 3, 1863. Many of the statues are beautiful, depicting confident generals atop their enormous horses. The first time I saw one of those statues against the backdrop of cloudless autumn sky, I felt my breath quicken. It was that amazing.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

My reaction is one of the things my exchange student coordinator warned me about. He said I would likely suffer from culture shock after I arrived in the U.S., and he was right. It's a process with several stages. First, you feel excited because everything around you is new. You feel like the luckiest person in the world to be in this new place. Everyone acts friendly and kind and—best of all—interested in you, because you are from a place they have never heard of. My coordinator said this is called the "honeymoon period" because it is like when a couple first gets married. Everything seems perfect, and you expect that feeling to last forever. It doesn't, of course.

Next, you enter the "frustration stage." That's the stage when cultural differences seem less charming and more annoying. In my case, I began to weary of the food. In India, the food we eat is often peppery hot and fragrant with spices. It helps us feel cool while living in a hot and humid climate. In the U.S. much of the food struck me as bland. Sometimes I would look down at my plate and see only food that was white or yellow—plain corn, mashed potatoes, white bread, and a slice of meat. The weather was a factor, too. South central Pennsylvania has wet, cold winters that last far longer than in Mumbai. Even though I had brought a warm coat and waterproof boots, I felt constantly cold. I was so glad when spring arrived.

The last phase of cultural shock is acceptance or adoption. You start to think critically—meaning you begin to thoughtfully evaluate and compare the two cultures. You begin to see the values that you admire and the practices that you might adopt when you return home. You begin to realize that the world is truly a big place, and there is room in the world for many, many different ways of being and thinking. That's a great thing for an exchange student to take home, but the very best thing is the memories you form.

Item 10

Selected-Response

To maintain the formal style, which sentence would be MOST appropriate to add to the essay?

A. I totally believe you should become an exchange student because it is an awesome experience.
B. I recommend that potential exchange students read about others' experiences before applying.
C. I think that being an exchange student is a super experience that everyone should try.
D. I guess the world wouldn't be so topsy-turvy if there were more exchange students.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Item 11

Selected-Response

Which sentence should be added to the end of the final paragraph to provide the BEST conclusion?

A. And unlike Mumbai, Gettysburg is mostly flat and far from the ocean.
B. The first thing to do is think carefully about where you wish to study.
C. So, don't be concerned about culture shock because it doesn't last.
D. Your visit might last a year, but your memories will last a lifetime.

Item 12

Constructed-Response

How does the author support the idea that culture shock is an unavoidable part of the experience of living and studying abroad?

Use details from the passage to support your answer. Write your answer on the lines provided.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Item 13

Constructed-Response

How did coming from Mumbai contribute to the author's experience in the United States?

Use details and information from the passage to support your answer. Write your answer on the lines provided.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Unit 4: Writing Argumentative Texts

CONTENT DESCRIPTION

The argumentative passages in the English Language Arts test help you develop arguments and claims and support a point of view on a topic. In your writing, use evidence, examples, quotations, and reasons to develop and support your claims and arguments.

Purpose

- An argumentative piece takes a stand or agrees or disagrees with a point of view.
- Some common words are “agree” or “disagree” or “for” or “against.”
- When you state your argument, you need to support it with claims, reasons, examples, and evidence.

Editing Your Writing

- Check your writing for good organization.
- Make sure your writing fits the task, purpose, and audience.
- Strengthen your writing by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to do research.

Scoring Rubrics

- Scoring rubrics can be found beginning on page 65. You may find it helpful to read and discuss these with a parent or another adult.
- The rubrics show you what is needed to produce a strong piece of writing.
- Rubrics are important to understand. They tell you what to add to your writing.
- Writing on the EOG assessment will be scored using these rubrics.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

KEY TERMS

Claims: Ideas and opinions set forth by the author. For example, a writer could make the claim that the school cafeteria food is too expensive. In a well-developed argumentative essay, the writer should also recognize alternate or opposing claims. (W1a)

Evidence: The reasons given to support a writer's claims. For example, a writer could include information on the price of school lunch, or the number of students who don't want to buy, as reasons to support the claim that the school cafeteria is too expensive. (W1b)

Relationships: The ways in which ideas are connected. Writing should use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. (W1c)

Purpose: The writer's intention for his or her piece. All writing has a purpose, whether it is to persuade, inform, explain, or entertain. (W4)

Audience: The people who will be reading the piece of writing. Writers should keep their audience in mind and adjust their ideas and vocabulary so that they can be best understood. (W4)

Organization: In writing, the organization helps explain ideas and information more clearly. Writers use transitions to organize information. Also, an entire piece of writing has an organizational structure to it. Writers structure their texts to match their purpose and audience. For example, if you were writing an argumentative text in which you wanted to show the negative effects of something, you might choose cause and effect as an organizational structure. (W1a, W4)

Revision: The process of editing and rewriting a piece of writing. All good writing requires a lot of revision in order to catch mistakes and clarify ideas. (W5)

Important Tips

- Make sure that the arguments you make in your writing have clear reasons and relevant evidence. The evidence must strongly support your claims.
- Organize your writing by using chronological order, cause and effect, compare and contrast, or asking and answering questions.
- Make sure your writing has a concluding statement that supports the information or explanation presented.
- Always read over your writing several times to check your work and catch errors.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Sample Items 14–17

[**NOTE:** The structure of the practice items for Unit 4 is as it appears on the Georgia Milestones End-of-Grade assessment: 1) multiple-choice questions (three on the actual test); 2) a constructed-response item; and 3) an extended writing prompt. Additionally, the instructions for the extended writing prompt are in a format that is similar to the one on the End-of-Grade assessment.]

In this section, you will read two passages and answer questions 14 through 17.

WRITING TASK

There is a conflict between animal activists concerned with marine life and other users of the planet's oceans. What are the dangers of underwater noise on certain species like whales?

Review the claims on both sides. Choose a side, and then write an **argumentative essay** supporting either side of the debate. You will argue that underwater noise affects certain species like whales OR that underwater noise has no affect on marine life.

Be sure to use information from BOTH passages to support the side you have chosen. **Write your answer on the lines provided.**

Before you begin planning and writing, you will read two passages and answer three questions about what you have read. As you read the passages, think about what details from the passages you might use in your argumentative essay. These are the titles of the texts you will read:

1. **What to Do about Underwater Noise**
2. **What Underwater Noise?**

Copyright © 2017 by Georgia Department of Education. All rights reserved.

What to Do about Underwater Noise

Anyone who lives in a busy city knows that the world is a noisy place. We humans rely on many machines—planes, cars, trains, construction and farming machinery, and machines in factories—to make modern life happen. As it turns out, we make a racket on land and in the ocean. Our boats, oil drilling equipment, and military sonar activities generate all kinds of noise. Some scientists have become concerned that underwater noise is negatively affecting sea life, particularly whales. In recent years, studies of the impact of underwater noise have been completed, and the results are mixed. Neither side—not the environmentalists who want to protect marine life, nor the Navy, which conducts sonar tests for our national defense—is convinced of the right thing to do.

Some environmentalists are concerned that underwater noise has a negative impact on certain species, particularly beaked whales. Whales communicate with each other by sending out sound waves. Scientists suspect that the increase in underwater noise has interfered with the whales' ability to "hear" one another. They also are concerned that high levels of underwater noise upset the whales. Like humans, whales might also enjoy some peace and quiet. But where can they go? To find out how noise affects whales, scientists attached digital recording devices to beaked whales, pilot whales, and melon-headed whales during a two-year period. These devices measured the sounds the whales made and also tracked their movements. This allowed scientists to determine how the whales reacted when they were in noisy environments. The data suggested that beaked whales were especially sensitive to even low levels of underwater noise. It interrupted their communications and caused them to change their diving and feeding patterns. The results suggested clearly that we should change our attitude toward underwater noise if we want our whale populations to survive.

Should we reduce our underwater activities? Or should we keep doing what we've been doing and hope for the best? We should cut back on underwater noise so that the animals of the sea can thrive. The obvious answer is to err on the side of caution and limit underwater noise.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

What Underwater Noise?

Many studies have been conducted to determine whether underwater noise negatively affects sea life. One study concluded that sonar activity and other noises caused beaked whales to change their behaviors. Another study showed there was no such effect.

The United States Navy is also concerned about the issue of underwater noise. The Navy uses sonar, a system of using sound waves to detect objects underwater, as a tool to gather information about our oceans and protect the nation. If that tool were causing harm to the creatures of the sea, then the Navy would want to know it.

The issue became critical after an incident in 2000 in which 17 whales became stranded in the Bahamas. It was thought at the time that the use of Navy sonar nearby was the cause. The Navy collaborated with well-known marine scientific organizations to conduct a study. The researchers attached recording tags to different whales in order to track their activity. Unlike previous studies, researchers also generated specific sounds—sonar pings and the calls of other sea creatures. Then they measured the whales' reactions. At first, some of the beaked whales responded cautiously to the noises, but they did not change their overall behavior. Nor did the other types of whales in the study react fearfully. The Navy concluded that even high levels of sonar and other underwater noise did not affect underwater creatures. As a result, the Navy has argued that it should be allowed to continue its sonar activities in the world's oceans.

While everyone will probably sleep better if there is less noise in the world, the soundness of the U.S. Navy study is also comforting. Underwater noise has no negative impact on marine life.

Item 14

Selected-Response

Which sentence should be added to the final paragraph of "What to Do about Underwater Noise" to show that the writer acknowledges an opposing opinion?

A. To cause the suffering of numerous whales and other sea creatures would be a crime.

B. To let things remain as they are might be the best course of action given the evidence.

C. To continue studying the effects of underwater noise is just a waste of time and money.

D. To ignore the studies that show underwater noise does have an impact is perhaps selfish.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Item 15

Selected-Response

Which sentence BEST supports the Navy's claim in "What Underwater Noise?" about the impact of sonar on certain whales?

A. Some whales initially reacted negatively to nearby sonar activity.
B. No whales changed their overall behaviors in response to sonar activity.
C. Beaked whales changed their feeding patterns in response to sonar activity.
D. All whales use sound waves to communicate with one another over distances.

Item 16

Constructed-Response

Read this sentence from the passage "What Underwater Noise?"

> One study concluded that sonar activity and other noises caused beaked whales to change their behaviors.

Is this sentence from "What Underwater Noise?" relevant to the author's main argument?

Use details from the passage to support your response. Write your answer on the lines provided.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Item 17

Extended Writing-Response

Now that you have read "What to do Do about Underwater Noise" and "What Underwater Noise?" and answered some questions about what you have read, create a plan for and write your argumentative essay.

WRITING TASK

There is a conflict between animal activists concerned with marine life and other users of the planet's oceans. What are the dangers of underwater noise on certain species like whales?

Review the claims on both sides. Choose a side, and then write an **argumentative essay** supporting either side of the debate. You will argue that underwater noise affects certain species like whales OR that underwater noise has no affect on marine life.

Be sure to use information from BOTH passages to support the side you have chosen. **Write your answer on the lines provided.**

Be sure to:

- Introduce your claim.
- Support your claim with logical reasons and relevant evidence from the passages.
- Acknowledge and address alternate or opposing claims.
- Organize the reasons and evidence logically.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages.
- Identify the passages by title or number when using details or facts directly from the passages.
- Use words, phrases, or clauses to connect your ideas and to clarify the relationships among claims, counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Use clear language and vocabulary.
- Provide a conclusion that supports the argument presented.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Unit 5: Language

CONTENT DESCRIPTION

The language portion of the English Language Arts test focuses on the use of proper grammar, punctuation, spelling, and usage.

Language

- You need to express yourself clearly and in an interesting way.
- Choose your words carefully so your readers understand what you are writing.
- Apply the rules of grammar as you write.

Conventions of Standard English

- Use correct grammar and usage when writing.
- Use correct capitalization, punctuation, and spelling.

Style

- Vary the words you use. Use a dictionary and thesaurus to help you.
- Your writing should be clear and interesting at the same time.
- Use colorful language and different sentence structures.

KEY TERMS

Misplaced modifier: A word, phrase, or clause that is improperly separated from the word it modifies/describes. For example, *I found a gold woman's necklace on the sidewalk*. In this sentence, *gold* is a misplaced modifier. This sentence makes it sound like the woman, instead of the necklace, was gold. (L1c)

Dangling modifier: A phrase or clause that is not clearly and logically related to the word or words it modifies. For example, *Fixed last night, Abby could use her car.* In this sentence, *Fixed last night* is a dangling modifier. The sentence makes it sound like Abby, instead of her car, was fixed last night. (L1c)

Punctuation: Writing marks that help to separate and clarify ideas. Examples of punctuation are the period, comma, colon, exclamation mark, and question mark. (L2)

Coordinate adjectives: Adjectives that appear in a sequence to modify the same noun. For example, *it was a bright, sunny day.* Coordinate adjectives usually need a comma to separate them. (L2a)

Redundancy: Using a phrase or word that repeats something else and is unnecessary. Writers should be concise and precise, thereby avoiding redundancy. (L3a)

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Context: Words and phrases that surround another phrase and help to explain its meaning. Sometimes a word cannot be understood without the context of the words and phrases around it. For example, *he threw it* could mean several things, but when the full sentence is included, *He threw the basketball up high from midcourt and sunk it through the hoop for two points*, the meaning is clear. (L4a)

Root: The foundation of a word. Knowing the meaning of the root can help a reader determine the meaning of its variations. For example, if you know that a "school" is a place that provides knowledge, you may be able to guess that "scholar" is someone who is seeking knowledge. (L4b)

Allusion: An indirect reference to something. When a writer refers to something without mentioning it explicitly, it is an allusion. For example, *He didn't want to give gifts to anyone at Christmas; he was being a scrooge.* In this sentence, the writer is alluding to Ebenezer Scrooge from Charles Dickens' *A Christmas Carol.* (L5a)

Figurative Language:

- **Personification:** When a writer describes an object as if it were a person. For example, *The trees sighed in the afternoon breeze.* The trees can't really sigh but seemed to as they blew gently in the breeze. (L5a)
- **Simile:** A comparison using *like* or *as*. For example, *She is as pretty as a picture.* (L5a)
- **Metaphor:** A direct comparison that states one thing *is* another. It isn't meant to be literal, but descriptive. For example, *He is an animal on the soccer field* does not mean that the boy is really an animal, but it is a metaphor for how he plays soccer (very aggressively). (L5a)

Analogy: A comparison of two things that are somehow alike. For example, *Just like soldiers use weapons, writers use pens.* This analogy compares pens to weapons. Analogies can employ both **similes** and **metaphors**. (L5b)

Denotation and connotation: A **connotation** is an implied meaning—it is the meaning the writer intends, which may not be the same thing as the literal or dictionary meaning of a word. **Denotation** is the exact definition of a word. Words can have different connotations depending on how they are used. For example, *polite* and *diplomatic* have similar denotations (respectful, courteous) but can have different connotations (*polite* is more positive, while *diplomatic* connotes that the respectful behavior may be masking other true feelings). (L5c)

Important Tips

- ✍ To study for this part of the EOG assessment, concentrate on the kinds of errors you typically make in your own writing. Then review grammar rules for those specific kinds of errors. Use books or free online resources to find practice items that you can try. You can work with a partner and question each other on grammar rules or try editing sentences together. Focus your review time on strengthening the areas or skills that need it the most.
- ✍ When you are faced with an unknown word, go back to the passage. Start reading two sentences before the word appears, and continue reading for two sentences afterward or elsewhere in the passage to understand the context of how the word is being used.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Sample Items 18–21

Item 18

Selected-Response

The sentence below has a spelling error.

> In the laboratory, we set up the apparatus efficiently in aproximately 10 minutes.

Which word is NOT spelled correctly?

A. laboratory
B. apparatus
C. efficiently
D. aproximately

Item 19

Selected-Response

Based on the word parts, what is the meaning of *universal* in the sentence?

> They want to know why some stories receive universal acceptance, and others do not.

A. possible
B. regular
C. common
D. serious

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Item 20

Selected-Response

Which sentence uses commas correctly?

A. She was happy with the quick, satisfying results.
B. The group decided to stage the old, original, play.
C. They painted the old barn with a bright, red paint.
D. We went to the beach and built a sturdy, sand tower.

Item 21

Selected-Response

Which sentence contains an error between the relationship of ideas?

A. Coming home late, they went straight to bed.
B. Walking in the door, the lights were turned on.
C. Without being warned, we heard them yell, “Surprise!”
D. Showing up late is still better than not showing up at all.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

ENGLISH LANGUAGE ARTS (ELA) ADDITIONAL SAMPLE ITEM KEYS

Item	Standard/ Element/ Genre	DOK Level	Correct Answer	Explanation
1	ELAGSE7RL2 Literary	2	B	The correct answer is choice (B) A worldly but private man is difficult to get to know. The author makes clear in the text that Phileas Fogg knows a great deal about the world but is all but unknown to those who interact with and observe him. Choices (A), (C), and (D) are all contradicted by the text. Choice (A) is contradicted by the details of Phileas dining at his gentleman's club. Choice (C) is contradicted by the details that suggest no one knows for sure how Phileas has come by his worldly knowledge, so he can't have been boasting. Choice (D) is contradicted by the passage, which says that Phileas's daily habits were "quite open to observation."
2	ELAGSE7RL3 Literary	2	D	The correct answer is choice (D) He prefers his own company to that of others. The focus of the entire passage is on how Phileas Fogg is a worldly man whom no one knows well. Fogg seems not to have any problems with his acquaintances, so Choice (B) is incorrect. Nor does he have trouble giving money to those who need it, so choice (A) is incorrect. The details of the passage suggest that Phileas is quite at ease in his own skin, so choice (C) is also incorrect.
3	ELAGSE7L4	2	C	The correct answer is choice (C) servant. A domestic is a servant, such as a maid, butler, or housekeeper. Choice (A) is incorrect because *local* is someone from a nearby place. Choice (B) is incorrect because a native is someone who is born in a certain place. Choice (D) is incorrect because a domestic is someone within a household, not an outsider.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Item	Standard/ Element/ Genre	DOK Level	Correct Answer	Explanation
4	ELACC7RL1	3	A/B	The correct answers are (A) He follows strict routines in his daily life., and (B) His daily habits were quite open to observation, but whatever he did was so exactly the same thing that he had always done before, that the wits of the curious were fairly puzzled. / He breakfasted and dined at the club, at hours mathematically fixed, in the same room, at the same table, never taking his meals with other members, much less bringing a guest with him; and went home at exactly midnight, only to retire at once to bed . . . A primary focus of the passage is how predictable Fogg's behavior is, in spite of the fact that people find him an "enigmatical personage." The answer choice for Part B of the item shows text from the passage that supports this conclusion. In Part A, Choice (B) is incorrect because while Fogg speaks eloquently about distant places, there is no indication that Fogg writes poetry. Choice (C) is incorrect because the second paragraph of the passage states that ". . . those who knew him best could not imagine how he had made his fortune, and Mr. Fogg was the last person to whom to apply for the information." Choice (D) is incorrect because all indications suggest that Fogg spends his time alone. The incorrect options in Part B support incorrect answers in Part A.
5	ELAGSE7W3a	4	N/A	See scoring rubric beginning on page 66 and sample response on page 57.
6	ELAGSE7RI2 Informational/ Explanatory	2	D	The correct answer is choice (D) The federal government created jobs for unemployed artists, musicians, and writers. The author describes four specific programs that provided employment for people during the Great Depression. Choice (A) may possibly be true for some people who learned more about their roots, but the passage explicitly states that the federal works projects helped Americans realize the value of their diverse culture and traditions. Choice (B) is incorrect because although the passage does say that some art can still be seen on some post office walls, it does not imply that most modern post offices contain art produced during the Great Depression. Choice (C) is a true statement, but it is not the most important idea to include in a summary of this passage.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Item	Standard/ Element/ Genre	DOK Level	Correct Answer	Explanation
7	ELAGSE7RI1 Informational/ Explanatory	2	A	The correct answer is choice (A) to provide artists, musicians, and writers with employment. The purpose was to find work for struggling artists. Choice (B) is incorrect because Roosevelt wanted all citizens working and not just government employees. Choice (C) is incorrect because the emphasis of the federal programs was to employ people; awareness of the importance of American cultural traditions was a secondary outcome. Choice (D) is incorrect because the passage suggests that increased national pride via the arts was an effect of the employment of out-of-work artists, not Roosevelt's stated goal.
8	ELAGSE7RI5 Informational/ Explanatory	3	N/A	See scoring rubric and sample response on page 58.
9	ELAGSE7RI3 Informational/ Explanatory	2	N/A	See scoring rubric and sample response beginning on page 59.
10	ELAGSE7W2e	2	B	The correct answer is choice (B) I recommend that potential exchange students read about others' experiences before applying. It is the only answer choice that consistently uses formal and academic language. The other choices use colloquial expressions, slang, and contractions. Choice (A) uses *totally* and *awesome*. Choice (C) uses *super*. Choice (D) uses *topsy-turvy* and *wouldn't*.
11	ELAGSE7W2f	2	D	The correct answer is choice (D) Your visit might last a year, but your memories will last a lifetime. It is the only answer choice that sums up the writer's thoughts about being an exchange student. Choice (A) is more appropriate for a body paragraph in which the two places are compared and contrasted. Choice (B) would fit better in the opening paragraph because it identifies a first step in the process of becoming an exchange student. Choice (C) might be better at the end of the section about the causes and symptoms of culture shock.
12	ELAGSE7RI1 Informational/ Explanatory	3	N/A	See scoring rubric and sample response on page 61.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Item	Standard/ Element/ Genre	DOK Level	Correct Answer	Explanation
13	ELAGSERI3 Informational/ Explanatory	2	N/A	See scoring rubric and sample response on page 62.
14	ELAGSE7W1A	2	D	The correct answer is choice (D) To ignore the studies that show underwater noise does have an impact is perhaps selfish. It is the only answer choice that acknowledges there is an opposite point of view. Choice (A) reinforces the author's claim that we should reduce underwater noise. Choice (B) restates the author's claim in the final paragraph. Choice (C) adds nothing to the final paragraph.
15	ELAGSE7RI1 Informational/ Explanatory	2	B	The correct answer is choice (B) No whales changed their overall behaviors in response to sonar activity. Choice (A) is incorrect because it only partly explains the beaked whales' reactions during the Navy's study. Choice (C) is incorrect because it states a finding that does not support the Navy's claim. Choice (D) is incorrect because the statement is irrelevant to the Navy's claim about its study.
16	ELAGSE7RI8 Informational/ Explanatory	3	N/A	See scoring rubric and sample response on page 63.
17	ELAGSE7W1	4	N/A	See scoring rubric beginning on page 70 and sample response on page 64.
18	ELAGSE7L2b	2	D	The correct answer is choice (D) aproximately. The word should be spelled "approximately." Choices (A), (B), and (C) are all spelled correctly.
19	ELAGSE7L4b	2	C	The correct answer is choice (C) common. It comes from the Latin root word "uni," meaning "one" or "whole." The word "universe" refers to all that exists, so by extension "universal" means common to all. Choices (A), (B), and (D) are not the correct meanings of the word.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Item	Standard/ Element/ Genre	DOK Level	Correct Answer	Explanation
20	ELAGSE7L2a	2	A	The correct answer is choice (A) She was happy with the quick, satisfying results. A comma is used to separate coordinate adjectives. Choice (B) is incorrect. The comma between “old” and “original” is correct, but there should not be a comma between “original” and “play.” Choice (C) is incorrect because a comma is not required between the adjectives “bright” and “red.” Choice (D) is incorrect because a comma does not belong between “sturdy” and “sand.”
21	ELAGSE7L1c	2	B	The correct answer is choice (B) Walking in the door, the lights were turned on. This is written incorrectly because the modifier is misplaced. The “lights” are not the subject of the sentence—they are not walking in the door. Choice (A) is written correctly. The clauses in this sentence are written correctly. Choice (C) is written correctly without a misplaced modifier. Choice (D) is written correctly. The clauses in this sentence are written correctly.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

ENGLISH LANGUAGE ARTS (ELA) SAMPLE SCORING RUBRICS AND EXEMPLAR RESPONSES

Item 5

The following is an example of a four-point response. See the rubric for a text-based narrative response on pages 66 and 67 to see why this example would earn the maximum number of points.

Example of a Four-Point Response:

My name is Phileas Fogg. I live at No. 7 Saville Row, Burlington Gardens. It is the very house in which the great writer Sheridan died in 1814. I was not there, of course. I was not even born then. I belong to the Reform Club. People act as if they know and respect me, but they actually know very little about me. I keep to myself. I prefer books to human companionship, although I have traveled extensively around the world. People consider me to be a gentleman who looks like a famous poet. I don't see the resemblance, myself.

I have enough money to live in a fine home and own lovely things, but I don't make a big deal of them. I am not a recluse either. I am out and about on the streets of London or any city that I visit, where people can observe me openly. I am watching them as well. It's a silly kind of game, but I enjoy watching people who think they know and understand me. I let them think what they wish, and then I go back home or to the club where I eat well and think about what I have read or seen that day. It is a wonderful life. I wouldn't change it for the world.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Item 8

Scoring Rubric

Points	Description
2	The exemplar shows a full-credit response. It achieves the following: • Gives sufficient evidence of the ability to analyze the structure of the passage • Includes specific examples/details that make clear reference to the text • Adequately explains the purpose of the structure with details based on the text
1	The exemplar shows a 1-point response. It achieves the following: • Gives limited evidence of the ability to analyze the structure of the passage • Includes limited examples that make reference to the text • Explains the purpose of the structure with vague/limited details based on the text
0	The exemplar shows a response that would earn no credit. It achieves the following: • Gives no evidence of the ability to analyze the structure of the passage

Exemplar Response

Points Awarded	Sample Response
2	The passage is an informative text that uses problem and solution to present its information. The passage begins by providing historical context about the Great Depression and President Roosevelt's efforts to provide employment for millions of jobless workers. It then describes four federal programs—the Federal Arts Project, the Federal Theater Project, the Federal Music Project, and the Federal Writers' Project. It provides a paragraph about each of these programs, explaining how each of the projects created a solution to the economic problems at that time. Each paragraph provides details about how the program helped put specific people—artists, musicians, actors, and writers—back to work during the Great Depression. The text concludes by suggesting that the federal projects not only helped Americans get back on their feet economically but also reminded them of their great cultural heritage. In this way, the structure and organization of the passage shaped the way the author developed the ideas in the text.
1	The passage begins by telling about the Great Depression and the high unemployment in the United States. It then goes on to describe four federal programs that the President put in place to put artists, musicians, actors, and writers back to work. The passage is organized by stating the problem and the solution. Then the passage gives lots of details about some of the programs, including how many workers had jobs and what they did.
0	The passage tells about programs that were created during the Great Depression. They created jobs for people. Some were painters. Some were writers and musicians. The passage also gives information about Franklin Delano Roosevelt, who was president at the time.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Item 9

Scoring Rubric

Points	Description
2	The exemplar shows a full-credit response. It achieves the following: • Gives sufficient evidence of the ability to identify causes and effects • Includes specific examples/details that make clear reference to the text • Adequately explains the purpose of the structure with details based on the text
1	The exemplar shows a 1-point response. It achieves the following: • Gives limited evidence of the ability to identify causes and effects • Includes limited examples that make reference to the text • Explains the purpose of the structure with vague/limited details based on the text
0	The exemplar shows a response that would earn no credit. It achieves the following: • Gives no evidence of the ability to identify causes and effects

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Exemplar Response

Points Awarded	Sample Response
2	In the 1930s, Americans were suffering economically from the Great Depression. Many Americans were out of work, and artists suffered more than most. In an attempt to employ many creative types of people—including writers, actors, musicians, and painters—the president created several programs beginning in 1935. The programs not only provided employment opportunities for these people but they also helped Americans recognize their own cultural wealth. Each of the programs had the same purpose—to provide jobs for unemployed people. The Federal Arts program encouraged artists to design and paint murals on public buildings. The Federal Theater Project provided playwrights and actors with the means to put together theatrical productions that they could show to audiences around the nation, for free. The Federal Music Project gave jobs to musicians, including composers and instrumentalists. The Federal Writers' Project hired many writers to travel across the country to record people's oral histories, songs, and lore. The results are forever preserved at the Library of Congress.
1	President Franklin Delano Roosevelt got the idea for creating new programs that would put people back to work during the Great Depression. The whole country was suffering, and Roosevelt helped creative people by giving them jobs painting murals on public buildings or writing and performing plays or recording music. The murals were a lot like the murals in Mexico, except these were on post offices. They showed scenes of the American people and where they lived. The Depression had hit the country hard, and not only did the artists need work, but people needed to appreciate their own culture. The four programs Roosevelt created, even though they did not last long, helped do both those things. They had a great impact at the time of the Great Depression.
0	President Franklin Delano Roosevelt started the programs during the Great Depression, when many people were out of work. Some people painted post offices. Some people built bridges. Some people recorded people telling stories.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Item 12

Scoring Rubric

Points	Description
2	The exemplar shows a full-credit response. It achieves the following: • Gives sufficient evidence of the ability to analyze what the text says explicitly as well as draw inferences from a text • Adequately supports the analysis of what the text says with evidence from the text • Includes specific evidence from the text
1	The exemplar shows a 1-point response. It achieves the following: • Gives limited evidence of the ability to analyze what the text says explicitly as well as draw inferences from a text • Supports the analysis of what the text says with evidence from the text • Includes vague/limited evidence from the text
0	The exemplar shows a response that would earn no credit. It achieves the following: • Gives no evidence of the ability to analyze what the text says

Exemplar Response

Points Awarded	Sample Response
2	The author shows that culture shock is a part of the experience of living and studying abroad and includes personal experiences. There are three stages of culture shock—the honeymoon phase, the frustration stage, and the adoption stage. During the honeymoon stage, he or she was excited to see the monuments in the battlefield. During the frustration stage, he or she began to dislike the food and the weather in Pennsylvania. During the adoption stage, he or she began to realize the value of seeing differences in the world. The author thinks that culture shock helps exchange students understand their experiences.
1	The author supports the idea that culture shock is an essential part of the experience of living and studying abroad. The author tells about the three stages of culture shock. The author also refers to his or her own experiences as an exchange student.
0	The author went abroad from India for a year and learned about living in the United States. It was different from life at home in India.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Item 13

Scoring Rubric

Points	Description
2	The exemplar shows a full-credit response. It achieves the following: • Gives sufficient evidence of the interaction between individuals, events, and ideas in a text • Adequately analyzes how ideas and events influence the individual and how the individual influences ideas in the text • Includes specific details that make clear reference to the text
1	The exemplar shows a 1-point response. It achieves the following: • Gives limited evidence of the interaction between individuals, events, and ideas in a text • Explains how ideas and events influence the individual and how the individual influences ideas in the text • Includes vague/limited details that makes reference to the text
0	The exemplar shows a response that would earn no credit. It achieves the following: • Gives no evidence of the interaction between the individual and ideas and events in a text

Exemplar Response

Points Awarded	Sample Response
2	The author describes living in both India and the United States and how the experience of first living in Mumbai then coming to the US affected him. The author prefers Mumbai, with its crowds, hot weather, and hot, spicy food. Mumbai was busy and exciting and nothing like Gettysburg. The author says, “If my host family had lived in NYC, I might have had an easier time adjusting.” After being in the US for a while, the author does start to feel differently about Gettysburg and appreciates what it has to offer. But the cold weather, the bland food, and the size of the city make him miss Mumbai. His experiences living in the United States might have been different if the author had not lived in Mumbai first.
1	The author likes living in Mumbai and he had trouble adjusting to living in the United States. Mumbai is big and has many more people than Gettysburg. The weather in the two cities is very different, and the author did not like the winter. Too cold and wet. The author did not like the food in Gettysburg. He thought the spicy, varied food of Mumbai was better. He liked being an exchange student and yet there were many things he did not like.
0	The author should have studied in New York City because it is big like Mumbai.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Item 16

Scoring Rubric

Points	Description
2	The exemplar shows a full-credit response. It achieves the following: • Gives sufficient evidence to evaluate whether reasoning is sound and evidence is relevant to the central argument in a text • Adequately explains whether the reasoning is sound and evidence is relevant to the central argument found in a text • Includes specific evidence that make clear reference to the text
1	The exemplar shows a 1-point response. It achieves the following: • Gives limited evidence to evaluate whether reasoning is sound and evidence is relevant to the central argument in a text • Explains whether the reasoning is sound and evidence is relevant to the central argument in a text • Includes vague/limited evidence that makes reference to the text
0	The exemplar shows a response that would earn no credit. It achieves the following: • Gives no evidence to evaluate if evidence is relevant to the central argument in a text

Exemplar Response

Points Awarded	Sample Response
2	The author of "What Underwater Noise?" is making the argument that noise does not negatively affect sea creatures. The quotation telling about one study's conclusion that sonar activity caused one species of whale to change its behavior actually supports the opposing argument. So this quotation is not relevant and does not support the author's main argument. By including this quotation, the author of the second passage is suggesting that some support may actually exist for the opinion of the author of the first passage—as well as suggesting that there may be some value in the study itself.
1	The author of "What Underwater Noise?" says that we don't need to worry about reducing noise in the world's oceans. The quotation supports the opposite opinion.
0	The author says noise is not a problem.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Item 17

The following is an example of a seven-point response. See the seven-point, two-trait rubric for a text-based argumentative response on pages 70 and 71 to see why this example would earn the maximum number of points.

Example of a Seven-Point Response:

For several decades, Americans have been more aware of the pollution they create. They understand that air gets polluted by emissions from our cars, planes, and other equipment. Water gets polluted by emissions and by use of fertilizers on our lawns and fields. The ground gets polluted by oil run-off from our roads and the trash we throw away. There is also light pollution—the light created by our streetlights and store signs creates a glare that makes it seem as if it is always daytime. And noise pollution occurs in places where there is constant machine activity, such as city streets and even under the ocean. Scientists today are worried that animals are really suffering because of the pollution we humans have created. They say we are causing all kinds of animals to go extinct. It would be good to be more thoughtful about the pollution we create in order to preserve the world's animals.

Noise pollution is one big issue in the world's oceans. Underwater noise pollution is the result of human activity in the water—ships transporting goods around the world, submarines patrolling the waters, and oil refineries drilling and processing oil from beneath the ocean's floor. The noise doesn't bother us humans because we can't hear it, but scientists say that it is upsetting some underwater creatures, especially whales. Some studies have shown that some particular species of whales, including beaked whales, pilot whales, and melon-headed whales, respond negatively to underwater noise. It caused some whales to change their behaviors. Some scientists argue that in particular Navy sonar activities, which use sound waves to explore the ocean, cause the whales to have communication problems. Yet, a Navy study done with other marine life experts has shown no such results. The Navy has argued that as a result it should be allowed to continue its activities.

While there are studies that suggest that animals are not affected by the noise and other kinds of pollution we create, it is not a good idea for anybody to have to live in a polluted environment—humans or animals. Everyone, including the world's animals would be better off if we cut back on the use of fossil fuels and other activities that make the world a dirtier, noisier place.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

ENGLISH LANGUAGE ARTS (ELA) WRITING RUBRICS

Grade 7 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 evaluates one major feature, which is ideas. On the Georgia Milestones EOG assessment, a holistic rubric is scored from zero to four. Each point value represents the difference in the levels or quality of the student's work. To score an item on a holistic rubric, the scorer 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: Argumentative or Informational/Explanatory

A two-trait rubric, on the other hand, evaluates two major traits, which are conventions and ideas. On the Georgia Milestones EOG assessment, a two-trait rubric contains two scales, one for each trait, ranging from zero to three on one scale (conventions) and zero to four on the other (ideas). A score is given for each of the two traits, for a total of seven possible points for the item. To score an item on a two-trait rubric, a scorer must choose the description and associated point value for each 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 Seventh Grade English Language Arts EOG assessment.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Four-Point Holistic Rubric

Genre: Narrative

Writing Trait	Points	Criteria
This trait 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.	4	*The student's response is a well-developed narrative that fully develops a real or imagined experience based on text as a stimulus.* • Effectively establishes a situation and point of view and introduces a narrator and/or characters • Organizes an event sequence that unfolds naturally and logically • Effectively uses narrative techniques, such as dialogue, description, and pacing, to develop rich, interesting experiences, events, and/or characters • Uses a variety of words and phrases to convey the sequence of events and signal shifts in one time frame or setting to another • Uses precise words, phrases, and sensory language consistently and effectively to convey experiences or events and capture the action • Provides a conclusion that follows from the narrated experiences or events • Integrates ideas and details from source material effectively • Has very few or no errors in usage and/or conventions that interfere with meaning*
	3	*The student's response is a complete narrative that develops a real or imagined experience based on text as a stimulus.* • Establishes a situation and introduces one or more characters • Organizes events in a clear, logical order • Uses narrative techniques, such as dialogue, description, and pacing, to develop experiences, events, and/or characters • Uses words and/or phrases to indicate sequence of events and signal shifts in one time frame or setting to another • Uses words, phrases, and details to capture the action and convey experiences and events • Provides an appropriate conclusion • Integrates some ideas and/or details from source material • Has a few minor errors in usage and/or conventions that interfere with meaning*

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Four-Point Holistic Rubric

Genre: Narrative
(continued)

Writing Trait	Points	Criteria
This trait 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.	2	*The student's response is an incomplete or oversimplified narrative based on text as a stimulus.* • Introduces a vague situation and at least one character • Organizes events in a sequence but with some gaps or ambiguity • Attempts to use some narrative technique, such as dialogue, description, and pacing, to develop experiences, events, and/or characters • Uses occasional signal words inconsistently and ineffectively to indicate sequence of events and signal shifts in one time frame or setting to another • Uses some words or phrases inconsistently and ineffectively to convey experiences and events and capture the action • Provides a weak or ambiguous conclusion • Attempts to integrate ideas or details from source material • Has frequent errors in usage and conventions that sometimes interfere with meaning*
	1	*The student's response provides evidence of an attempt to write a narrative based on text as a stimulus.* • Response is a summary of the story • Provides a weak or minimal introduction of a situation or character • May be too brief to demonstrate a complete sequence of events or signal shifts in one time frame or setting to another • Shows little or no attempt to use dialogue, description, and pacing to develop experiences, events, and/or characters • Uses words that are inappropriate, overly simple, or unclear • Provides few, if any, words that convey experiences, or events, or signal shifts in one time frame or setting to another • Provides a minimal or no conclusion • May use few, if any, ideas or details from source material • Has frequent major errors in usage and conventions that interfere with meaning*
	0	*The student's response is flawed for various reasons and will receive a condition code:* The condition codes can be found on page 127 of this guide.

*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 "Language Progressive Skills, by Grade" chart in Appendix A for those standards that need continued attention beyond the grade in which they were introduced.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Seven-Point, Two-Trait Rubric

Trait 1 for Informational/Explanatory Genre

Writing Trait	Points	Criteria
Idea Development, Organization, and Coherence *This trait examines the writer's ability to effectively establish a controlling idea and to support the idea with evidence from the text(s) read and to elaborate on the idea with examples, illustrations, facts, and other details in order. The writer must integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence (from text that they have read) in order to create cohesion for an informative/explanatory essay.*	4	*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.* • Effectively introduces a topic • Effectively organizes ideas, concepts, and information using various strategies such as definition, classification, comparison/contrast, and cause/effect • Effectively develops the topic with multiple, relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic • Effectively uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts • Uses precise language and domain-specific vocabulary to inform about or explain the topic • Establishes and maintains a formal style • Provides a strong concluding statement or section that follows from the information or explanation presented
	3	*The student's response is a complete informative/explanatory text that examines a topic and presents information based on a text as a stimulus.* • Introduces a topic • Generally organizes ideas, concepts, and information • Develops the topic with a few facts, definitions, concrete details, quotations, or other information and examples • Uses some transitions to connect and clarify relationships among ideas, but relationships may not always be clear • Uses some precise language and domain-specific vocabulary to explain the topic • Maintains a formal style, for the most part • Provides a concluding statement or section
	2	*The student's response is an incomplete or oversimplified informative/explanatory text that cursorily examines a topic.* • Attempts to introduce a topic • Attempts to develop a topic with too few details • Ineffectively organizes ideas, concepts, and information • Uses limited language and vocabulary that does not inform or explain the topic • Uses few transitions to connect and clarify relationships among ideas • Uses a formal style inconsistently or uses an informal style • Provides a weak concluding statement or section
	1	*The student's response is a weak attempt to write an informative/explanatory text that examines a topic.* • May not introduce a topic, or topic is unclear • May not develop a topic • May be too brief to group any related ideas together • May not use any linking words to connect ideas • Uses vague, ambiguous, or repetitive language • Uses a very informal style • Provides a minimal or no concluding statement or section
	0	*The student's response is flawed for various reasons and will receive a condition code:* The condition codes can be found on page 127 of this guide.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Seven-Point, Two-Trait Rubric

Trait 2 for Informational/Explanatory Genre

Writing Trait	Points	Criteria
Language Usage and Conventions *This trait 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.*	3	*The student's response demonstrates full command of language usage and conventions.* • Effectively varies sentence patterns for meaning, reader/listener interest, and style • Shows command of language and conventions when writing • Any errors in usage and conventions do not interfere with meaning*
	2	*The student's response demonstrates partial command of language usage and conventions.* • Varies some sentence patterns for meaning, reader/listener interest, and style • Shows some knowledge of languages and conventions when writing • Has minor errors in usage and conventions with no significant effect on meaning*
	1	*The student's response demonstrates weak command of language usage and conventions.* • Has fragments, run-ons, and/or other sentence structure errors • Shows little knowledge of languages and conventions when writing • Has frequent errors in usage and conventions that interfere with meaning*
	0	*The student's response is flawed for various reasons and will receive a condition code:* The condition codes can be found on page 127 of this guide.

*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 "Language Progressive Skills, by Grade" chart in Appendix A for those standards that need continued attention beyond the grade in which they were introduced.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Seven-Point, Two-Trait Rubric

Trait 1 for Argumentative Genre

Writing Trait	Points	Criteria
Idea Development, Organization, and Coherence *This trait 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 argument essay.*	4	*The student's response is a well-developed argument that effectively relates and supports claims with clear reasons and relevant text-based evidence.* • Effectively introduces claim(s) • Uses an organizational strategy to clearly present reasons and relevant evidence logically • Supports claim(s) with clear reasons and relevant evidence using specific, well-chosen facts, details, or other information from credible sources and demonstrates a good understanding of the topic or texts • Acknowledges and counters opposing claim(s), as appropriate • Uses words, phrases, and/or clauses that effectively connect and show direct, strong relationships among claim(s), reasons, and evidence • Establishes and maintains a formal style that is appropriate for task, purpose, and audience • Provides a strong concluding statement or section that logically follows from the argument presented
	3	*The student's response is a complete argument that develops and supports claims with some text-based evidence.* • Clearly introduces claim(s) • Uses an organizational strategy to present reasons and evidence • Uses facts, details, definitions, examples, and/or other information to develop claim(s) • Attempts to acknowledge and/or counter opposing claim(s), as appropriate • Uses words, phrases, or clauses that connect and show relationships among claim(s), reasons, and evidence • Uses a formal style fairly consistently that is appropriate for task, purpose, and audience • Provides a concluding statement or section that follows from the argument presented
	2	*The student's response is an incomplete or oversimplified argument that partially supports claims with loosely related text-based evidence.* • Attempts to introduce claim(s) • Attempts to use an organizational structure which may be formulaic • Attempts to support claim(s) with facts, reasons, and other evidence sometimes, but logic and relevancy are often unclear • Makes little, if any, attempt to acknowledge or counter opposing claim(s) • Uses few words, phrases, or clauses to connect ideas; connections are not always clear • Uses a formal style inconsistently or an informal style that does not fit task, purpose, or audience • Provides a weak concluding statement or section that may not follow the argument presented
	1	*The student's response is a weak attempt to write an argument and does not support claims with adequate text-based evidence.* • May not introduce claim(s)/claim(s), or they must be inferred • May be too brief to demonstrate an organizational structure, or no structure is evident • Has minimal support for claim(s) • Makes no attempt to acknowledge or counter opposing claim(s) • Uses minimal or no words, phrases, or clauses to connect ideas • Uses very informal style that is not appropriate for task, purpose, or audience • Provides a minimal or no concluding statement or section
	0	*The student's response is flawed for various reasons and will receive a condition code:* The condition codes can be found on page 127 of this guide.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Seven-Point, Two-Trait Rubric

Trait 2 for Argumentative Genre

Writing Trait	Points	Criteria
Language Usage and Conventions *This trait 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.*	3	*The student's response demonstrates full command of language usage and conventions.* • Effectively varies sentence patterns for meaning, reader/listener interest, and style • Shows command of language and conventions when writing • Any errors in usage and conventions do not interfere with meaning*
	2	*The student's response demonstrates partial command of language usage and conventions.* • Varies some sentence patterns for meaning, reader/listener interest, and style • Shows some knowledge of languages and conventions when writing • Has minor errors in usage and conventions with no significant effect on meaning*
	1	*The student's response demonstrates weak command of language usage and conventions.* • Has fragments, run-ons, and/or other sentence structure errors • Shows little knowledge of languages and conventions when writing • Has frequent errors in usage and conventions that interfere with meaning*
	0	*The student's response is flawed for various reasons and will receive a condition code:* The condition codes can be found on page 127 of this guide.

*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 "Language Progressive Skills, by Grade" chart in Appendix A for those standards that need continued attention beyond the grade in which they were introduced.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

ACTIVITY

The following activity develops skills in Unit 1: Reading Literary Text.

Standards: ELAGSE7RL3, ELAGSE7RL9

Point of View

The story *Around the World in Eighty Days* is a fictional narrative. It is told from an outside narrator's point of view. Point of view is how the narrator—the person who tells a story—presents the events of the story. The author's choice of narrator and his or her words, thoughts, and feelings affect the story's tone and mood.

To help you understand point of view, use the example of a classic children's story, "The Three Little Pigs." Traditional tales support lessons in point of view, because they are rarely told by someone within the story. The narrator is outside the story and he or she makes a clear distinction between the characters, who often represent good and evil. You can find the story on this site:
http://www.mightybook.com/free_to_read_text.php?book=Three_Little_Pigs-ftr

Even though the story is told by a narrator who is outside the story, he or she is sympathetic toward the pigs. The narrator tells the story in a way that makes readers prefer the pigs' point of view to the wolf's point of view.

The narrator creates sympathy for the pigs. The mood of the story is the overall feeling of the story. Words that describe the mood are **scary** and **suspenseful.** The mood is scary and suspenseful because the pigs are afraid of the wolf. He is threatening them. If the story had been told in a way that was sympathetic to the wolf, the mood would be very different.

Consider how the story would change if it were told from the wolf's point of view or from a sympathetic narrator's point of view. If possible, read *The True Story of the Three Little Pigs*, by Jon Scieszka. It is geared toward younger audiences, but, as is typical of fairy tales, it is entertaining to all ages, and it has multiple levels of meaning.

Choose a favorite fairy tale or folk tale. Rewrite it from a different character's perspective.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

ACTIVITY

The following activity develops skills in Unit 4: Writing: Argumentative Texts.

Standards: ELAGSE7W1, ELAGSE7W4, ELAGSE7W9

Writing Techniques

In the three-column chart below are different types of techniques and examples.

Techniques	Definition	Example
Repetition	Repeating a word or phrase twice or more times to highlight how important it is.	"Save paper, save plastic, save the world!"
Second Person	Using the pronoun *you* to address the readers or listeners directly to make them feel involved.	"You can help give these animals a happier life."
Statistics	Using numbers to support your point.	"Over 80% of students think we should allow cell phones in class."
Rhetorical Questions	Posing a question that does not require an answer.	"Why should we care about people who live on the other side of the world?"

The ability to identify bias is an important part of evaluating argumentative writing.

Find two organizations that might have opinions about ocean noise (environmental groups, scientific research groups, the Navy), and list the biases that might affect the writing of their members.

The following website will help you choose reliable, unbiased sources:
http://ergo.slv.vic.gov.au/learn-skills/research-skills/select-resources/identify-bias

Copyright © 2017 by Georgia Department of Education. All rights reserved.

MATHEMATICS

DESCRIPTION OF TEST FORMAT AND ORGANIZATION

The Grade 7 Mathematics EOG assessment consists of a total of 73 items.

You will answer a variety of item types on the test. Some of the items are selected-response (multiple-choice), which means you choose the correct answer from four choices. Some items will ask you to write your response.

The test will be given in two sections.

- You may have up to 85 minutes per section to complete Sections 1 and 2.
- The test will take about 120 to 170 minutes.

CONTENT

The Grade 7 Mathematics EOG assessment will measure the Grade 7 standards that are described at www.georgiastandards.org.

The content of the assessment covers standards that are reported under these domains:

- Ratios and Proportional Relationships
- The Number System
- Expressions and Equations
- Geometry
- Statistics and Probability

ITEM TYPES

The Mathematics portion of the Grade 7 EOG assessment consists of selected-response (multiple-choice), technology-enhanced (multiple-select or two-part), constructed-response, and extended constructed-response items.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

MATHEMATICS DEPTH OF KNOWLEDGE EXAMPLE ITEMS

Example items that represent applicable DOK levels of the Mathematics assessment are provided for you on the following pages. The items and explanations of what is expected of you to answer them will help you prepare for the test.

All example and sample items contained in this guide are the property of the Georgia Department of Education.

Example Item 1

Selected-Response

DOK Level 1: This is a DOK level 1 item because it requires students to recall information about the order of operations.

Mathematics Grade 7 Content Domain II: Expressions and Equations

Standard: MGSE7.EE.3. Solve multistep, real-life, and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals) by applying properties of operations as strategies to calculate with numbers, converting between forms as appropriate, and assessing the reasonableness of answers using mental computation and estimation strategies.

For example:

- *If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50.*
- *If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.*

Simplify.

$(2)(18) \div (-2 + 5)(-1)$

A. –13
B. –12
C. 12
D. 13

Correct Answer: B

Explanation of Correct Answer: The correct answer is choice (B) –12. The order of operations was followed with the operations inside grouping symbols being completed first, followed by multiplying/dividing (left to right). Choice (A) is incorrect because after the expression inside the parentheses was evaluated, an incorrect quotient was calculated: $36 \div 3 \neq 13$. Choice (C) is incorrect because the –1 part of the expression was not applied or was applied incorrectly. Choice (D) is incorrect because the entire problem was worked left to right without regard to the order of operations.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Example Item 2

Constructed-Response

DOK Level 2: This is a DOK level 2 item because it assesses basic reasoning. Students must solve a problem demonstrating their understanding of multiplication of rational numbers.

Mathematics Grade 7 Content Domain I: The Number System

Standard: MGSE7.NS.2a. Apply and extend previous understandings of multiplication and division of fractions to multiply and divide rational numbers.

A football team loses 5 yards on each of 3 consecutive plays.

Part A: What signed number represents the team's total loss of yards on the 3 plays?

Part B: Explain how you found your answer.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Scoring Rubric

Points	Description

2	The response achieves the following:
	• Response demonstrates a complete understanding of multiplication and division of rational numbers.
	• Give 2 points for Part A AND Part B correct.
	  • Response is correct and complete.
	  • Response shows application of a reasonable and relevant strategy.
	• Mathematical ideas are expressed coherently through a clear, complete, logical, and fully developed response using words, calculations, and/or symbols as appropriate.

1	The response achieves the following:
	• Response demonstrates a partial understanding of multiplication and division of rational numbers.
	• Give 1 point for Part A OR Part B correct.
	  • Response is mostly correct but contains either a computation error or an unclear or incomplete explanation.
	  • Response shows application of a relevant strategy, though it may be only partially applied or it may remain unexplained.
	• Mathematical ideas are expressed only partially using words, calculations, and/or symbols as appropriate.

0	The response achieves the following:
	• The response demonstrates limited to no understanding of multiplication and division of rational numbers.
	  • Response is incorrect.
	  • Response shows no application of a strategy.
	• Mathematical ideas cannot be interpreted or lack sufficient evidence to support even a limited understanding.

Exemplar Response

Points Awarded	Sample Response
2	Part A: –15 yards *(OR minus 15 yards OR negative 15 yards)* Part B: I multiplied 3 times negative 5. I used a number line to show the multiplication by starting at 0 and moving 5 places to the left 3 times.
1	Part A: –15 yards *(OR minus 15 yards OR negative 15 yards)* Part B: I multiplied.
0	*Response is irrelevant, inappropriate, or not provided.*

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Example Item 3

Extended Constructed-Response

DOK Level 3: This is a DOK level 3 item that assesses application of reasoning. Students have to apply their knowledge of calculating percentages to solve problems and explain the processes they used.

Mathematics Grade 7 Content Domain III: Ratios and Proportional Relationships

Standard: MGSE7.RP.3. Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, and fees.

The selling price of a house dropped from $250,000 to $210,000 over a period of 5 years.

Part A: By what percent did the selling price decrease?

_____ %

Part B: Explain how you found your answer.

_____

_____

Part C: By what percent does the price need to increase in order to return to its original value of $250,000?

_____ %

Part D: Explain how you found your answer.

_____

_____

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Scoring Rubric

Points	Description

4	The response achieves the following:
	• The response demonstrates a complete understanding of using proportional relationships to solve multi-step percent problems.
	• Give 4 points for four parts answered correctly.
	  • Response is correct and complete.
	  • Response shows application of a reasonable and relevant strategy.
	• Mathematical ideas are expressed coherently through a clear, complete, logical, and fully developed response using words, calculations, and/or symbols as appropriate.

3	The response achieves the following:
	• The response demonstrates a nearly complete understanding of using proportional relationships to solve multi-step percent problems.
	• Give 3 points for three parts answered correctly.
	  • Response is mostly correct but contains either a computation error or an unclear or incomplete explanation.
	  • Response shows application of a relevant strategy, though it may be only partially applied or it may remain unexplained.
	• Mathematical ideas are expressed only partially using words, calculations, and/or symbols as appropriate.

2	The response achieves the following:
	• The response demonstrates a partial understanding of using proportional relationships to solve multi-step percent problems.
	• Give 2 points for two parts answered correctly.
	  • Response is only partially correct.
	  • Response shows application of a relevant strategy, though it may be only partially applied or remain unexplained.
	• Mathematical ideas are expressed only partially using words, calculations, and/or symbols as appropriate.

1	The response achieves the following:
	• The response demonstrates a minimal understanding of using proportional relationships to solve multi-step percent problems.
	• Give 1 point for one part answered correctly.
	  • Response is only partially correct.
	  • Response shows incomplete or inaccurate application of a relevant strategy.
	• Mathematical ideas are expressed only partially using words, calculations, and/or symbols as appropriate.

0	The response achieves the following:
	• The response demonstrates limited to no understanding of using proportional relationships to solve multi-step percent problems.
	  • Response is incorrect.
	  • Response shows no application of a strategy.
	• Mathematical ideas cannot be interpreted or lack sufficient evidence to support even a limited understanding.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Exemplar Response

Points Awarded	Sample Response
4	Part A: 16 Part B: I subtracted the new price from the original price and divided the difference by the original price. Then I multiplied the decimal product by 100 and removed the negative sign to write the percent decrease. Part C: approximately 19 Part D: I divided the difference in the two prices by the new price. Then I multiplied the decimal product by 100 to write the percent increase.
3	The student correctly answers three out of the four parts.
2	The student correctly answers two out of the four parts.
1	The student correctly answers one of the four parts.
0	*Response is irrelevant, inappropriate, or not provided.*

Copyright © 2017 by Georgia Department of Education. All rights reserved.

MATHEMATICS CONTENT DESCRIPTION AND ADDITIONAL SAMPLE ITEMS

In this section, you will find information about what to study in order to prepare for the Grade 7 Mathematics EOG assessment. This includes key terms and important vocabulary words. This section also contains practice questions, with an explanation of the correct answers, and activities that you can do on your own or with your classmates or family to prepare for the test.

All example and sample items contained in this guide are the property of the Georgia Department of Education.

CONTENT DESCRIPTION

- Apply and extend understanding of multiplication and division
- Divide fractions by fractions
- Compute fluently with multi-digit numbers and rational numbers
- Find common factors and multiples
- Apply and extend understandings of algebraic expressions
- Reason and solve one-variable equations and inequalities
- Analyze quantitative relationships between dependent and independent variables
- Understand ratio, area, surface area, and volume
- Develop understanding of statistical variability
- Summarize and describe distributions

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Georgia Milestones Assessment System

Mathematics Formula Sheet

You can find mathematics formula sheets on the Georgia Milestones webpage at http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-Assessment-System.aspx.

Look under "EOG Resources."

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Unit 1: Operations with Rational Numbers

In this unit, you will work with rational numbers, use a number line to add and subtract rational numbers, and learn about absolute value and additive and multiplicative inverses. You will convert rational numbers to decimals using long division. You will use the four operations to solve problems with rational numbers.

KEY TERMS

Rational number: A number that can be made by dividing two **integers** or whole numbers. Rational numbers can be displayed as a point on a number line or coordinate plane. (NS.1)

Add and **subtract** rational numbers by representing the problem on a **number line** or utilizing colored counters. (NS.1)

Addition of rational numbers is finding the location of a sum. To complete this process, plot the first addend on the number line. Then, move the distance, or absolute value, of the second addend. The sign of the addend will determine which direction to move. If the number has a negative sign, move towards the negative numbers. For example, 3 + –4 = –1 by starting at 3 and moving a distance of 4 in a negative direction. (NS.1b)

Absolute value: The distance between the given number and zero on a number line. For example, |–5| = 5. (NS.1b, NS.1c)

Opposite numbers: Two numbers that have the same absolute value. (NS.1)

Subtraction of rational numbers can also be represented as adding the **additive inverse** of the number. For example, 4 – 8 can also be represented as 4 + (–8). (NS.1c)

Additive inverse: Two numbers that when added have a sum of zero. (NS.1c)

Use the **properties of operations** to **multiply** and **divide** rational numbers. Integers can be divided, as long as the divisor is not equal to 1. (NS.2)

Rules for multiplying signed numbers specify that two positive numbers or two negative numbers that are multiplied will have a positive product. The product of one positive number and one negative number will be negative. (NS.2a)

Multiplicative inverse: Two numbers that when multiplied have a product of 1.

A rational number can be converted to a **decimal** using **long division**. A rational number will be represented by a repeating decimal or a terminating decimal. (NS.2d)

Repeating decimal: A decimal number with a digit or groups of digits that repeats. The decimal continues without an end. (NS.2d)

Terminating decimal: A decimal number that has a specific amount of digits, a decimal number with an end. (NS.2d)

Use the **four operations** to solve problems with rational numbers. These problems may represent real-world situations or be mathematical. (NS.3)

Important Tips

- A negative number represents the **opposite** location on the number line as a positive number. For example, –2 is the opposite of 2.
- The opposite of the opposite of a number is the number itself. For example, – (–2) is equal to 2.

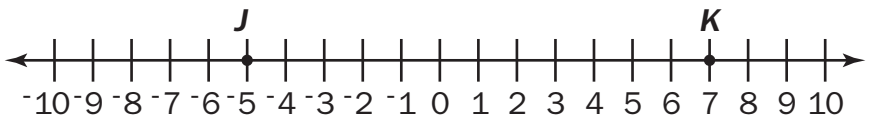
Copyright © 2017 by Georgia Department of Education. All rights reserved.

Sample Items 1–4

Item 1

Selected-Response

John and Kamira are playing a game. John's score (*J*) and Kamira's score (*K*) after round 1 are shown on the number line.



The score recorded at the end of the first round is 2. What could this score represent?

A. The sum of John's score and Kamira's score.

B. The difference between John's score and Kamira's score.

C. The absolute value of the difference of John's score and Kamira's score.

D. The sum of the absolute value of John's score and the absolute value of Kamira's score.

Item 2

Selected-Response

What is the value of $4.2(46 - 65)$?

A. –798

B. –79.8

C. 79.8

D. 798

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Item 3

Selected-Response

What is the product?

$$-8(7 - 3.2)$$

A. –59.2
B. –30.4
C. 30.4
D. 52.8

Item 4

Selected-Response

During one week, Sheila made several changes to her bank account. She made four withdrawals of $40 each from an ATM. She also used her check card for a $156 purchase. Then she deposited her paycheck of $375.

By how much did the amount in her bank account change during that week?

A. $59 increase
B. $59 decrease
C. $691 increase
D. $691 decrease

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Unit 2: Expressions and Equations

In this unit, you will use properties of operations to add, subtract, or rewrite linear expressions with rational coefficients in different forms. You will use estimation and variables to represent unknown numbers. You will work with inequalities and use a number line to graph solutions to an inequality. You will work with variables to solve equations.

KEY TERMS

Use **Properties of Operations** to **add**, **subtract**, or rewrite linear expressions with rational **coefficients** in different forms.

- **Distributive property** multiplies a factor that is outside of a set of parentheses with each addend within the parentheses to solve.
- **Commutative property** allows for addends in an addition equation or factors in a multiplication equation to be moved or placed in a different order while solving.
- **Associative property** allows for addends in addition equations or factors in multiplication equations to be grouped together into different pairs while solving.
- **Identity property** allows for 0 to be added or 1 to be multiplied by any number and the number remains the same.
- **Inverse property** allows a number to be added to the opposite number for a sum of zero. Also, a number multiplied by the reciprocal fraction has a product of 1. (EE.1)

Coefficient: A number multiplied by a variable. (EE.1)

Expressions can be written in different forms while representing the same value. Use the information provided in the problem to determine the most beneficial form to use such as written or numerical. (EE.2) Rational numbers can be written as **whole numbers**, **fractions**, **decimals**, or **percents** and be changed between forms depending on the problem being solved. (EE.3)

Estimation can be used to arrive at an approximate solution to a problem. When solving using strategies based on the properties of operations, compare the solution to the estimate. Use this comparison to determine if the solution to the problem is **reasonable**. (EE.3)

A **variable** in an equation or inequality represents an **unknown number** or a number in a given set of numbers. (EE.4)

Equation: A grouping of numbers, variables, and operations with an **equal sign**. The solution to an equation is a specific number that makes the equation true. (EE.4a)

Algebraic solution: Solve a problem by using the relationship between numbers including variables, setting up equations, and utilizing inverse relationships. (EE.4a)

Arithmetic solution: Solve a problem using the four operations on the given numbers. (EE.4a)

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Inequality: A grouping of numbers, variables, and operations with an **inequality symbol** such as $<$, $>$, $\leq$, and $\geq$. The solution for an inequality is a set of numbers or multiple numbers that make the inequality true. (EE.4b)

Use a **number line** to **graph** the solutions to an inequality. (EE.4b)

Important Tips

- An equal sign (=) represents that the two sides of the equation have the same value.
- Variables are used to represent unknown numbers in an equation. A specific letter can be used to represent several different numbers in different equations.
- The coefficient relates to the variable it is paired with. The value of $2n + 3$ is $n + n + 3$ and is determined based on the value of n. If $n = 5$, then $2n + 3$ has a value of $10 + 3$.
- A variable listed alone is the same as having a coefficient of 1. For example, $3x - x$ is the same as $3x - 1x$ for a total of $2x$.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Sample Items 5–9

Item 5

Constructed-Response

Consider the expression $6r - r + 8(15 - r) + 23 - 6$.

Part A: Is $-3r + 137$ equivalent to the given expression?

Part B: Explain how you determined whether the expressions are or are not equivalent.

Item 6

Selected-Response

Which expression is equivalent to $-7(y - 2)$?

A. $-7y - 2$
B. $-7y + 2$
C. $-7y - 14$
D. $-7y + 14$

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Item 7

Technology-Enhanced

A furniture store sells kits that customers use to build cabinets. Each kit contains 18 screws and a set number of boards.

Part A

Jarred buys 6 of these kits and has a total of 192 screws and boards. The equation shown represents this situation.

$$6(x + 18) = 192$$

What does the variable *x* represent in Jarred's equation?

A. the number of screws in one kit
B. the number of screws in all 6 kits
C. the number of boards in one kit
D. the number of boards in all 6 kits

Part B

What is the value of *x* in Jarred's equation?

A. 11
B. 14
C. 29
D. 35

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Item 8

Extended Constructed-Response

Julie works Sunday, Monday, and Wednesday for 10 hours each day. On Tuesday, Thursday, and Friday, she works 7 hours each day. She does not work on Saturday. Her weekly total earnings are $612.

Part A: What is her hourly rate of pay?

$_____

Part B: Julie's manager proposes a new pay rate. The manager says Julie can get paid twice her hourly rate for working any hours over 8 in a day. What would be her weekly earnings using this method of payment? Explain how you found her total earnings using this method.

$_____

_____

_____

Part C: Julie thinks she can earn more money if she is paid $1\frac{1}{2}$ times her hourly rate for any hours over 40 in her weekly total. Which method of payment, Julie's or her manager's, would give Julie higher weekly earnings? Explain your reasoning.

_____

_____

Item 9

Selected-Response

The sum of a number, *n*, and 8 is multiplied by –4, and the result is –12.

What is the number?

A. $n = -5$
B. $n = 1$
C. $n = 5$
D. $n = 11$

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Unit 3: Ratios and Proportional Relationships

In this unit, you will use ratios and proportions with fractions, decimals, and percents. You will set up proportions and create scale drawings using scale factors.

KEY TERMS

Use given information, including a ratio of fractional measurements, to determine the unit rate. For example, the ratio $\frac{1}{2}$ feet in $\frac{1}{6}$ seconds has a unit rate of $\frac{1/2}{1/6}$ or 3 feet per second. (RP.1)

Ratio: Describes the relationship between two quantities and can be written as a **fraction**, **decimal**, or **percent**. (RP.1)

Unit rate: A ratio that has a number related to 1. For example, there is a ratio of red cars to blue cars of 2 to 1 or $\frac{2}{1}$. (RP.1)

Proportion: An equation that shows two ratios as being equivalent. (RP.2)

A proportional relationship will change by the same value over time. This value, the **constant of proportionality**, is represented by the value of the ratio (k) between y and x as $y = kx$. (RP.2)

A proportional relationship is identified using a **graph**, **table**, or **equation**. A graph of a proportional relationship will show a straight line that extends through the origin (0, 0). It can also be represented in an equation that relates two numbers or variables with the unit rate of change. For example, $y = 3x$ shows that the value of y is proportional to the value of 1 using the unit rate of 3 to 1. (RP.2)

Solve **ratio** and **percent** problems using proportional relationships including interest rates, tax, and percent increase or decrease. For example, a tree height increased from 100 inches to 120 inches. The percent of increase is $\frac{20}{100}$ or 20%. (RP.3)

Percent: A part-to-whole ratio that has a number related to 100. It can be written as a fraction with the denominator of 100 or using the symbol %. (RP.3)

Scale drawings: A drawing or geometric figure can change size using a **scale factor**, or ratio between the sets of measurements. For example, a 4-inch line that is decreased by a scale factor of $\frac{1}{2}$ will be changed to 2 inches.

A scale factor can be used to increase or decrease the size of a geometric figure.

Important Tips

- The constant of proportionality is the unit rate.
- A ratio can be represented using fractions, decimals, or percents. These forms can be used interchangeably because the value of the ratio does not change, only the form that is used to write the value.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Sample Items 10–14

Item 10

Selected-Response

The average rate of hair growth is 2.5 centimeters every 2 months.

At that rate, how many months will it take to grow 22.5 centimeters of hair?

A. 9 months

B. $11\frac{1}{4}$ months

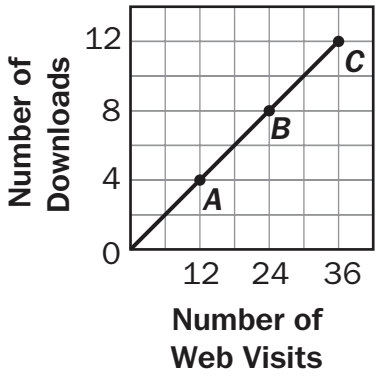
C. 18 months

D. $28\frac{1}{8}$ months

Item 11

Selected-Response

Consider the graph.



What does point *A* represent on this graph?

A. When there are 12 web visits, there are 4 downloads.

B. When there are 12 downloads, there are 4 web visits.

C. As the number of web visits increases by 12, the number of downloads decreases by 4.

D. As the number of web visits decreases by 12, the number of downloads increases by 4.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Item 12

Selected-Response

During cooking, chicken loses 10% of its weight due to water loss. In order to obtain 1,170 grams of cooked chicken, how many grams of uncooked chicken must be used?

A. 1,053 grams
B. 1,287 grams
C. 1,300 grams
D. 1,340 grams

Item 13

Selected-Response

A satellite is 18 meters wide. A model of it was built with a scale of 1 centimeter : 3 meters. How wide is the model?

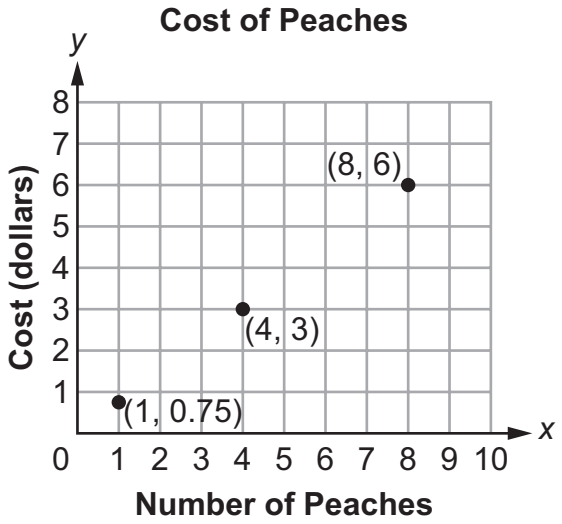
A. 6 meters
B. 6 centimeters
C. 54 meters
D. 54 centimeters

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Item 14

Technology-Enhanced

The points on the coordinate grid represent the costs for the different numbers of peaches.



Select THREE statements that are true about the graph.

A. There is a proportional relationship between the number of peaches and the cost because a line can be drawn passing through the origin and connecting all the points shown.

B. There is a proportional relationship between the number of peaches and the cost because the *x*-value is always greater than the *y*-value.

C. The point (1, 0.75) can be used to represent the unit rate of 0.75 dollars per peach.

D. The point (1, 0.75) can be used to determine the total cost by subtracting 0.25 from the number of peaches.

E. The point (4, 3) represents the cost of $4 for 3 peaches.

F. The point (4, 3) represents 4 peaches at a cost of $3.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Unit 4: Geometry

In this unit, you will work on geometry. You will use rulers and protractors to draw and measure geometric shapes, and in particular, angles, parallel lines, perpendicular lines, number of sides, length of sides, and the vertex. You will describe plane shapes and two- and three-dimensional figures. You will study circles, angles, area, surface area, and volume.

KEY TERMS

Use **rulers** and **protractors** as tools to draw geometric shapes given specific conditions including:

- **Angles:** The measure of the portion of a circle within two rays.
- **Parallel lines:** Two lines that are always an equal distance apart.
- **Perpendicular lines:** Two lines that intersect at a 90° angle.
- **Number of sides:** How many lines are used to create the figure.
- **Length of sides:** Measurement of the length of each line.
- **Vertex:** The point where two lines of the figure meet. (G.2)

Describe the faces of a **three-dimensional** figure by slicing the figure into **plane shapes** and describing the **attributes** of the **two-dimensional** face. (G.3)

Circle:

- **Area:** The square units needed to cover a circle can be found by multiplying the square of the **radius** by **pi**. $A = \pi r^2$
- **Circumference:** The distance around the circle, found by multiplying the **diameter** by **pi**. $C = \pi d$ (G.4)

Find the measure of an unknown angle using:

- **Supplementary angles:** Two angles that have a sum of 180°.
- **Complimentary angles:** Two angles that have a sum of 90°.
- **Vertical angles:** Nonadjacent angles that are formed by intersecting lines, opposite angles.
- **Adjacent angles:** Two angles that share 1 side and 1 vertex. (G.5)

Find the **area**, **surface area**, and **volume** of two-dimensional and three-dimensional figures by decomposing the figures into triangles, quadrilaterals, polygons, cubes, and right rectangular prisms. (G.6)

Area: The number of square units used to cover a two-dimensional figure without gaps or overlaps.

- Rectangle: Multiply the length and width of the rectangle. $A = lw$
- Triangle: Multiply the height and base of the triangle, then divide by 2. $A = \frac{1}{2}bh$ (G.6)

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Surface area: The total area of each face of a three-dimensional figure. (G.6)

Volume: The amount of space the shape takes up in three dimensions: length, width, and height. A solid figure can be packed with equally sized cubes without gaps or overlaps. (G.6)

The volume of a right rectangular prism can be determined using two formulas.

- *lwh* multiplies the **length**, **width**, and **height** of the figure to find the cubic units of volume.
- *Bh* finds the **area of the base** using the width and length, and then multiplies it by the **height** of the figure to find the cubic units of volume. (G.6)

Important Tips

- In triangles the height must be measured from the highest point and be perpendicular to the base.
- The radius is half of the diameter, or half the distance across a circle.
- The ratio of the circumference to the diameter is pi, which can be represented in equations as 3.14.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Sample Items 15–18

Item 15

Selected-Response

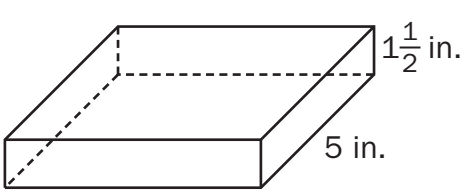
A bicycle training wheel has a radius of 3 inches. The bicycle wheel has a radius of 10 inches. Approximately how much smaller, in square inches, is the area of the training wheel than the area of the regular wheel?

A. 21.98 in^2
B. 153.86 in^2
C. 285.74 in^2
D. 1,142.96 in^2

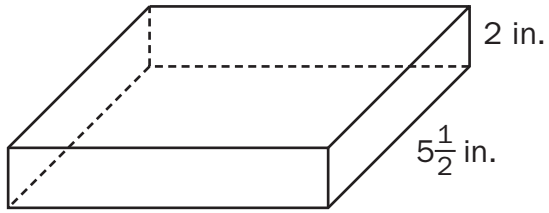
Item 16

Constructed-Response

Lequan is giving a book as a gift. She will put the book in a box and wrap it. Both the book and box are shaped like rectangular prisms with the dimensions shown in the diagrams.



Book



Empty Box

Part A: How much empty space will be in the box after Lequan puts the book inside it?

_____ **cubic inches**

Part B: What is the minimum amount of wrapping paper needed to completely cover the outside of the box?

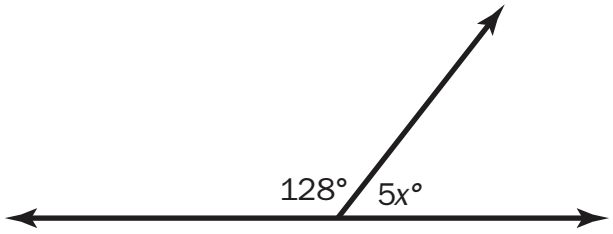
_____ **square inches**

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Item 17

Selected-Response

Consider the diagram of supplementary angles.



What is the value of *x*?

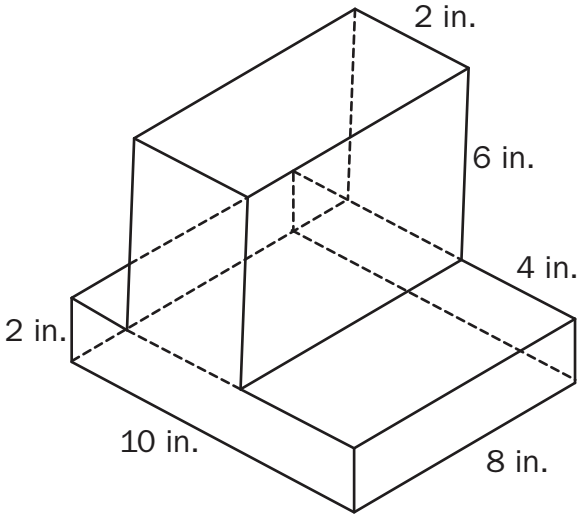
A. 10.4
B. 52
C. 61.6
D. 92

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Item 18

Selected-Response

Consider the figure composed of two rectangular prisms.



What is the volume of this figure?

A. 32 in^3
B. 256 in^3
C. 416 in^3
D. 7,680 in^3

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Unit 5: Inferences

In this unit, you will use statistical information, gather samples, and make inferences. Samples may be random sampling or representative samples. You will use data and construct dot plots, box plots, and histograms. You will learn about distribution of data using the mean, median, and absolute deviation.

KEY TERMS

Statistical information on a large population can be gathered using a sample of the **population**. (SP.1)

Representative sample: A part of the population used to gather information, representing the entire population. (SP.1)

Random sampling: Allows individuals from each group within a population to be represented in the sample set. (SP.1)

Use the **data** collected from a sampling of the population to make **inferences** on the entire population. (SP.2)

Inference: A conclusion, estimate, or prediction based on data. (SP.2)

Assess the distribution of two sets of numerical data visually using **dot plots**, **box plots**, or **histograms**. For example, the median weight of watermelons is 5 pounds more than the median weight of apples. (SP.3)

Distribution of data can be described using:

- **Center:** The one number that summarizes data by giving the middle or center value. This can be measured using the **mean** if the data are symmetrical or **median** if the data are skewed.
- **Interquartile range:** The range, or difference, in values of the first and third quartiles. (SP.3)
- **Mean:** The "average" or "fair share" value for the data. The mean is also the balance point of the corresponding data distribution. (SP.4)
- **Median:** The value for which half the numbers are larger and half are smaller. If there are two middle numbers, the median is the arithmetic mean of the two middle numbers. (SP.4)
- **Range:** A measure of spread for a set of data. To find the range, subtract the smallest value from the largest value in a set of data. (SP.4)
- **Skewed data:** When a set of data is not symmetrical it can be skewed, meaning it tends to have a long tail on the left or right side. (SP.3)
- **Spread:** The one number that summarizes the variation in the data. This can be measured by the **range** or **interquartile range**.
- **Overall shape:** The **frequency** of data and any data that are **skewed** to the left or right. (SP.3)

Use the distribution of numerical data on two different populations to make **inferences that compare** the two populations. (SP.4)

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Important Tip

✍ A sample of the population must represent all groups within that population in order for generalizations on the population to be made. For example, a sample of populations of dogs must include individuals from many different breeds. The data would be invalid if the sample only included larger breed dogs, such as Labradors.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Sample Items 19–22

Item 19

Selected-Response

A gym teacher at Jackson High School wants the school to have a new team sport: soccer, lacrosse, or rugby. She will take a survey to determine which of those sports most students prefer. Which population would provide a random sampling for the gym teacher to use?

A. all students at the school who are sixteen years old
B. all students who buy lunch at the school on Friday
C. half of the students who play on team sports at the school
D. every third student arriving at school

Item 20

Constructed-Response

Listed below are the quiz scores for randomly selected students in two seventh-grade classes.

Class A: 99, 75, 84, 70, 86, 80
Class B: 85, 83, 87, 90, 85, 82

Part A: Based on the samples, which class generally has higher quiz scores?

_____

Part B: Use measures of center and/or variability to justify your answer.

_____

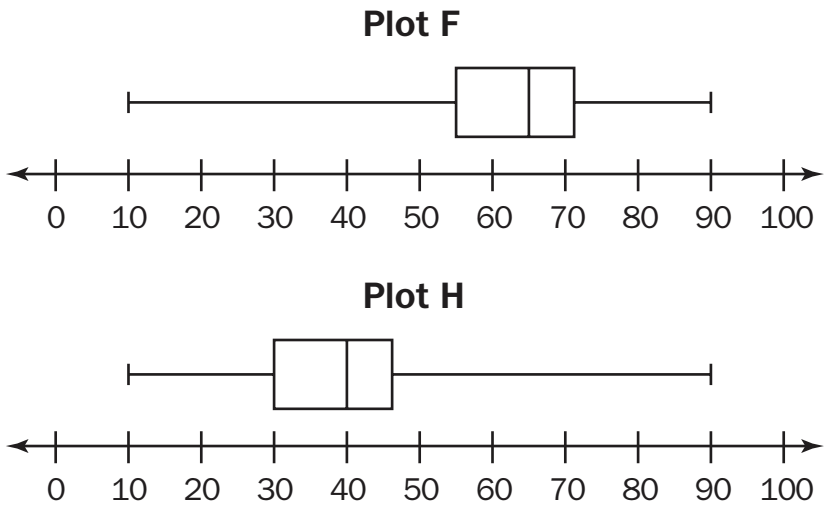
_____

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Item 21

Selected-Response

Consider the two box plots.



Which statement is TRUE?

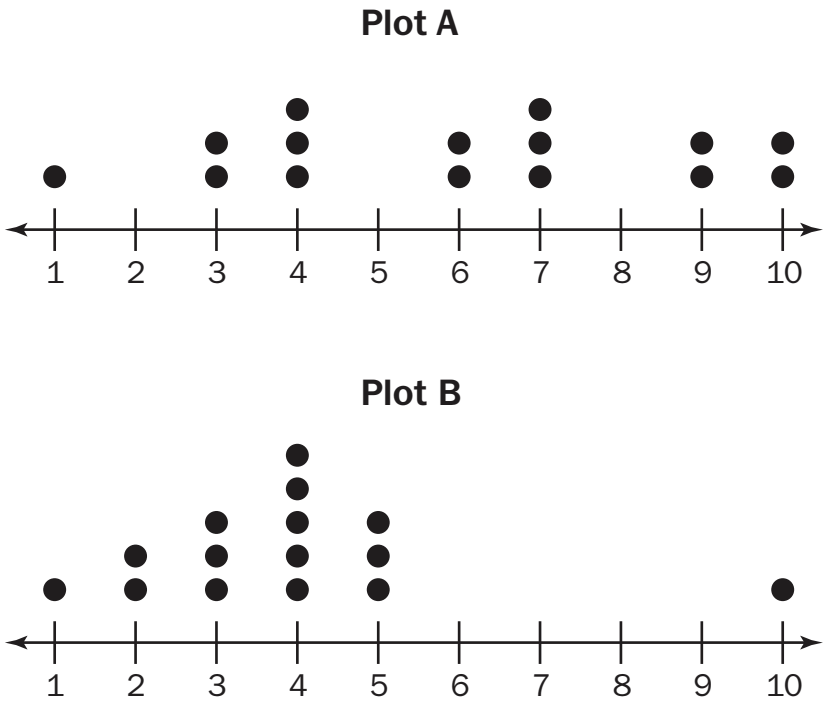
A. Plot F has a greater range than Plot H.
B. Each plot has more than 25% of the data greater than 50.
C. The median of Plot F is greater than the median of Plot H.
D. The spread between the upper and lower quartiles on both graphs is 10.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Item 22

Constructed-Response

Use the dot plots to answer the questions.



Part A: What is the difference between the medians of Plot A and Plot B? Explain how you found your answer.

Part B: Which plot has the greater mean? Explain how you found your answer.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Unit 6: Probability

In this unit, you will work with probability and frequency models. You will find the probability of compound and mutually exclusive events. You will work with simulations and tree diagrams.

KEY TERMS

Probability: The chance that an event will occur expressed as a number between 0 and 1. A small number represents a small likelihood that an event will occur. (SP.5)

Estimate the **probability** of an event occurring by collecting **data** on the frequency of the event occurring. (SP.6)

Probability model: Includes the probability for each possible individual outcome, showing the total probability of all outcomes is 1. (SP.7)

Experimental probability: the **probability** of an event occurring when an experiment was conducted. (SP.7)

Theoretical probability: the likeliness of an event happening based on all the possible outcomes. (SP.7)

Compare the **frequency** of events from a **model** with actual observed occurrences. Explain why the information from the model and actual events are similar or different. (SP.7)

The probability of a **compound event** occurring is found by combining the probability of each **mutually exclusive** event. (SP.8)

Compound events: A combination of more than one simple event. (SP.8)

Sample space: A set of all possible outcomes for an event or combination of events. (SP.8)

Represent the **sample space** of a **compound event** using models such as lists, tables, **simulations**, and **tree diagrams**. (SP.8)

Tree diagram: A visual model that sequentially lists all possible outcomes for an event. (SP.8)

Simulation: A model used to answer questions where chance is involved; it is used to generate frequencies for compound events. (SP.8c)

Important Tips

- An event with a probability of $\frac{1}{2}$ has an event that is neither likely nor unlikely. It has an equal chance of occurring or not occurring.
- Chance or probability is not affected by the outcome of a previous event.
- The sum of the probability for each outcome in a situation will equal 1. For example, a coin flipped has a $\frac{1}{2}$ probability of landing heads up or a $\frac{1}{2}$ probability of landing tails up.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Sample Items 23–27

Item 23

Selected-Response

A bag contains 14 blue marbles and 14 purple marbles.

What is the likelihood of randomly drawing a purple marble?

A. certain
B. likely
C. neither unlikely nor likely
D. not likely

Item 24

Selected-Response

A number cube with faces numbered 1 to 6 is rolled 15 times.

In theory, how many times would you expect to roll a number less than 5?

A. 2.5
B. 5
C. 10
D. 12.5

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Item 25

Selected-Response

The table shows the results of randomly selecting colored marbles from a bag 40 times. The marble was returned to the bag after each selection.

	Purple	Green	Blue	White	Pink
Number of Times Selected	16	8	6	9	1

Based on these results, what is the expected probability of randomly selecting a green marble from the bag in one attempt?

A. 0.125
B. 0.20
C. 0.80
D. 1.0

Item 26

Selected-Response

The six sides of a number cube are labeled 1, 2, 3, 4, 5, and 6. You flip a coin and roll the number cube. In theory, what is the probability that the coin lands on heads and you roll a number greater than 4?

A. $\frac{1}{12}$
B. $\frac{1}{6}$
C. $\frac{1}{3}$
D. $\frac{1}{2}$

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Item 27

Technology-Enhanced

Part A

A cube numbered from 1 through 6 is rolled 300 times. The number 6 lands face-up on the cube 32 times.

What is the closest estimate for the experimental probability of 6 landing face-up on the cube?

A. 0.087
B. 0.107
C. 0.127
D. 0.188

Part B

A cube numbered from 1 through 6 is rolled 400 times. The probability of 3 landing face-up on the cube is $\frac{1}{6}$.

Select TWO values that indicate an approximate relative frequency of 3 landing face-up in 400 attempts.

A. 24
B. 64
C. 70
D. 200
E. 240

Copyright © 2017 by Georgia Department of Education. All rights reserved.

MATHEMATICS ADDITIONAL SAMPLE ITEM KEYS

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
1	MGSE7.NS.1b	1	C	The correct answer is choice (A) The sum of John's score and Kamira's score. The number 2 was correctly identified as the sum of their scores. Choice (B) is incorrect because the incorrect sign was used for John's score before it was subtracted from Kamira's score. Choice (C) is incorrect because the scores were added together using the opposite sign. Choice (D) is incorrect because the scores were added before taking the absolute value.
2	MGSE7.NS.2a	1	B	The correct answer is choice (B) –79.8 because the difference, –19, is multiplied by 4.2. Choice (A) is incorrect because the decimal was not used when multiplying. Choice (C) is incorrect because the integers in the parentheses were reversed, resulting in +19 multiplied by 4.2. Choice (D) is incorrect because the integers in the parentheses were reversed and the decimal was not used when multiplying.
3	MGSE7.NS.2a	1	B	The correct answer is choice (B) –30.4. Use the Distributive Property: $-8(7) + 8(3.2) = -30.4$ or the order of operations: $-8(3.8) = -30.4$. Choice (A) ignores the parentheses: –8(7) – 3.2. Choice (C) is incorrect because the product of a positive and negative is negative. Choice (D) ignores the parentheses and the rules for multiplying signed numbers.
4	MGSE7.NS.3	2	A	The correct answer is choice (A) $59 increase. The integer rules for multiplying, adding, and subtracting were performed accurately. Choice (B) is incorrect because the amounts of the withdrawals and the purchase were added together as positive numbers and subtracted from the amount of the paycheck deposit, which was treated as a negative. Choice (C) is incorrect because the operations were performed with all the numbers being positive. Choice (D) is incorrect because the operations were performed with all negative numbers.
5	MCC7EE1	2	N/A	See scoring rubric and sample response beginning on page 115.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
6	MGSE7.EE.1	2	D	The correct answer is choice (D) $-7y + 14$ because the Distributive Property and the rules for multiplying integers are correctly used. Choice (A) is incorrect because the Distributive Property and the rules for multiplying integers were not used. Choice (B) is incorrect because the Distributive Property was not used, even though the rules for multiplying integers were. Choice (C) is incorrect because the rules for multiplying integers were not used, but the Distributive Property was used.
7	GSE-1: 7.EE.4	3	Part A: C Part B: B	See scoring rubric on page 117.
8	MGSE7.EE.3	3	N/A	See scoring rubric and sample response beginning on page 118.
9	MGSE7.EE.4a	2	A	The correct answer is choice (A) $n = -5$ because the equation was correctly set up as $-4(n + 8) = -12$, and both the Distributive Property and the rules for multiplying integers were correctly used to solve. Choice (B) is incorrect because the -4 was not distributed to the 8 and the sign of 8 was negative, which resulted in an incorrect equation being solved correctly. Choice (C) is incorrect because the -4 was not distributed to the 8, which resulted in an incorrect equation being solved correctly. Choice (D) is incorrect because the sign of 8 was a negative, which resulted in an incorrect equation being solved correctly.
10	MGSE7.RP.3	1	C	The correct answer is choice (C) 18 months because the proportion $\frac{2.5 \text{ cm}}{2 \text{ mo}} = \frac{22.5 \text{ cm}}{x \text{ mo}}$ was set up and solved correctly. Choice (A) is incorrect because it is the result of dividing 22.5 by 2.5. Choice (B) is incorrect because it is the result of dividing 22.5 by 2. Choice (D) is incorrect because it is the result of setting up and solving the incorrect proportion $\frac{2 \text{ mo}}{2.5 \text{ cm}} = \frac{22.5 \text{ cm}}{x \text{ mo}}$.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
11	MGSE7.RP.2d	2	A	The correct answer is choice (A) When there are 12 web visits, there are 4 downloads. Each point (x, y) on the graph represents (*number of web visits*, *number of downloads*). So the point (12, 4) represents the fact that when there are 12 web visits, there are 4 downloads. Choice (B) is incorrect because it reverses the meaning of the coordinates. Choices (C) and (D) are both incorrect because a single point does not represent the slope/rate of change, and both values are increasing: As the number of web visits increases, the number of downloads increases.
12	MGSE7.RP.3	2	C	The correct answer is choice (C) 1,300 grams. It is found by dividing 1,170 by 0.90. Choice (A) is incorrect because it is the result of multiplying 0.9 and 1,170. Choice (B) is incorrect because it is the result of multiplying 1.1 and 1,170. Choice (D) is incorrect because it is the result of adding 10% of 1,170 to 1,170.
13	MGSE7.G.1	2	B	The correct answer is choice (B) 6 centimeters because the proportion $\frac{1\text{ cm}}{3\text{ m}} = \frac{x\text{ cm}}{18\text{ m}}$ was set up and solved correctly. Choice (A) is incorrect because the wrong unit label is used. Choice (C) is incorrect because the scale was not applied correctly, and the wrong unit label is used. Choice (D) is incorrect because the scale was not applied correctly.
14	GSE-1: 7.RP.2d	2	A/C/F	See scoring rubric on page 120.
15	MGSE7.G.4	2	C	The correct answer is choice (C) 285.74 in^2 because the area of the wheel is 314 square inches and the area of the training wheel is 28.26 square inches, resulting in a difference of 285.74 square inches. Choice (A) is incorrect because the radius of each wheel was not squared in the area formula. Choice (B) is incorrect because the difference of the radii was computed first and then substituted into the area formula. Choice (D) is incorrect because the diameter of each wheel was used and substituted into the formula.
16	MGSE7.G.6	3	N/A	See scoring rubric and sample response on page 121.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
17	MGSE7.G.5	2	A	The correct answer is choice (A) 10.4 because $(180 - 128) \div 5 = x$. Choice (B) is incorrect because $(180 - 128)$ was not divided by 5 to find x. Choice (C) is incorrect because the angle measure of 128 was added to 180 and then divided by 5. Choice (D) is incorrect because it is the solution to $128 - (180 \div 5)$.
18	MGSE7.G.6	2	B	The correct answer is choice (B) 256 in^3 because the shape was divided into two rectangular prisms and the volume of each was added together. Choice (A) is incorrect because all the given measurements were added together. Choice (C) is incorrect because the wrong dimensions ($10 \cdot 8 \cdot 4$) were used to find the base volume. Choice (D) is incorrect because all the given dimensions were multiplied together.
19	MGSE7.SP.1	2	D	The correct answer is choice (D) every third student arriving at school. This correct choice will result in the most random sample. Choice (A) is incorrect because it excludes most students in several grades. Choice (B) is incorrect because it is not a random sample—all students in the population do not have an equal chance of being selected. Choice (C) is incorrect because it is not a random sample— it excludes students who do not play on teams.
20	MGSE7.SP.4	2	N/A	See scoring rubric and sample response on page 122.
21	MGSE7.SP.3	2	C	The correct answer is choice (C) The median of Plot F is greater than the median of Plot H. The median of Plot F is 65, which is greater than the median of Plot H, which is 40. Choice (A) is incorrect because both plots have a range of 80. Choice (B) is incorrect because Plot H has less than 25% of its data greater than 50. Choice (D) is incorrect because the lower quartile of Plot F is 55 and the upper quartile is about 70, which is a spread of 15. Plot H has a lower quartile of 30 and an upper quartile of about 45, which is a spread of 15.
22	MGSE7.SP.4	2	N/A	See scoring rubric and sample response beginning on page 123.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
23	MGSE7.SP.5	2	C	The correct answer is choice (C) neither unlikely nor likely. The number of each color of marbles is equal, so each color is equally likely to be chosen. Choice (A) is incorrect because there is more than one color of marbles. Choice (B) is incorrect because the number of purple marbles is not greater than the number of blue marbles. Choice (D) is incorrect because the number of purple marbles is not less than the number of blue marbles.
24	MGSE7.SP.6	2	C	The correct answer is choice (C) 10. For each roll, there is a 4 out of 6 chance of rolling a number less than 5, and $\frac{4}{6} \cdot 15 = \frac{60}{6} = 10$. Choice (A) is incorrect because it includes the chances of rolling a number more than 5. Choice (B) is incorrect because it includes rolling a 5 or more. Choice (D) is incorrect because it includes rolling a 5 or less.
25	MGSE7.SP.7b	1	B	The correct answer is choice (B) 0.20 because there are 8 green marbles, and $8 \div 40 = 0.20$. Choice (A) is incorrect because it is the probability of picking 1 green marble out of 8 total selections. Choice (C) is incorrect because it is the probability that the marble is not green. Choice (D) is incorrect because it is the probability that a marble of any color will be selected.
26	MGSE7.SP.8a	2	B	The correct answer is choice (B) $\frac{1}{6}$ because there are 12 possible outcomes: {H1, H2, H3, H4, H5, H6, T1, T2, T3, T4, T5, T6} and 2 of those outcomes are heads and greater than 4: {T5, T6}. Therefore the probability is $\frac{2}{12} = \frac{1}{6}$. Choice (A) is incorrect because there are 2 ways to get heads and a number greater than 4, not 1 way. Choice (C) is incorrect because it is the probability of getting a number greater than 4. Choice (D) is incorrect because it includes H4 in the count of favorable outcomes; it is also the probability of getting heads.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
27	GSE-1: 7.SP.6	2	Part A: B Part B: B, C	See scoring rubric on page 125.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

MATHEMATICS SAMPLE SCORING RUBRICS AND EXEMPLAR RESPONSES

Item 5

Scoring Rubric

Points	Description

2	The response achieves the following:
	• Response demonstrates a complete understanding of applying properties of operations to simplify expressions with rational coefficients.
	• Give 2 points for the correct answer and explanation.
	  • Response is correct and complete.
	  • Response shows application of a reasonable and relevant strategy.
	• Mathematical ideas are expressed coherently through a clear, complete, logical, and fully developed response using words, calculations, and/or symbols as appropriate.

1	The response achieves the following:
	• Response demonstrates a partial understanding of applying properties of operations to simplify expressions with rational coefficients.
	• Give 1 point for the correct answer but an incorrect explanation, or for an incorrect answer but a correct explanation of that incorrect answer.
	  • Response is mostly correct but contains either a computation error or an unclear or incomplete explanation.
	  • Response shows application of a relevant strategy, though it may be only partially applied or it may remain unexplained.
	• Mathematical ideas are expressed only partially using words, calculations, and/or symbols as appropriate.

0	The response achieves the following:
	• The response demonstrates limited to no understanding of applying properties of operations to simplify expressions with rational coefficients.
	  • Response is incorrect.
	  • Response shows no application of a strategy.
	• Mathematical ideas cannot be interpreted or lack sufficient evidence to support even a limited understanding.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Exemplar Response

Points Awarded	Sample Response
2	Part A: yes Part B: I combined like terms in the given expression. The result was the expression in Part A. I also substituted the same value for the variable into both expressions and it always resulted in the same answer.
1	Part A: yes Part B: The expressions are the same.
0	*Response is irrelevant, inappropriate, or not provided*.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Item 7

Scoring Rubric

Points	Description
2	The response achieves the following: • A score of 2 indicates complete understanding of how to use variables to represent quantities in a real-world or mathematical problem and construct simple equations and inequalities to solve problems by reasoning about the quantities. • The student determines that the correct answer for Part A is Choice (C). AND • The student determines that the correct answer for Part B is Choice (B).
1	The response achieves the following: • A score of 1 indicates a partial understanding of how to use variables to represent quantities in a real-world or mathematical problem and construct simple equations and inequalities to solve problems by reasoning about the quantities. • The student determines that the correct answer for Part A is Choice (C). OR • The student determines that the correct answer for Part B is Choice (B).
0	The response achieves the following: • A score of 0 indicates limited to no understanding of how to use variables to represent quantities in a real-world or mathematical problem and construct simple equations and inequalities to solve problems by reasoning about the quantities.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Item 8

Scoring Rubric

Points	Description

4	The response achieves the following:
	• The response demonstrates a complete understanding of solving multi-step, real-life problems posed with rational numbers in any form.
	• Give 4 points for three parts answered correctly and explanations given.
	  • Response is correct and complete.
	  • Response shows application of a reasonable and relevant strategy.
	• Mathematical ideas are expressed coherently through a clear, complete, logical, and fully developed response using words, calculations, and/or symbols as appropriate.

3	The response achieves the following:
	• The response demonstrates a nearly complete understanding of solving multi-step, real-life problems posed with rational numbers in any form.
	• Give 3 points for three parts answered correctly for Parts A, B, and C but no explanation for Part B OR correct and complete Parts B and C based on a flawed answer for Part A.
	  • Response is mostly correct but contains either a computation error or an unclear or incomplete explanation.
	  • Response shows application of a relevant strategy, though it may be only partially applied or it may remain unexplained.
	• Mathematical ideas are expressed only partially using words, calculations, and/or symbols as appropriate.

2	The response achieves the following:
	• The response demonstrates a partial understanding of solving multi-step, real-life problems posed with rational numbers in any form.
	• Give 2 points for two parts answered correctly OR Parts A and B answered correctly but no explanation for Parts B and C OR Parts B and C answered correctly but not completely and based on a flawed answer in Part A.
	  • Response is only partially correct.
	  • Response shows application of a relevant strategy, though it may be only partially applied or remain unexplained.
	• Mathematical ideas are expressed only partially using words, calculations, and/or symbols as appropriate.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Points	Description

1	The response achieves the following:
	• The response demonstrates a minimal understanding of solving multi-step, real-life problems posed with rational numbers in any form.
	• Give 1 point for one part answered correctly.
	  • Response is only partially correct.
	  • Response shows incomplete or inaccurate application of a relevant strategy.
	• Mathematical ideas are expressed only partially using words, calculations, and/or symbols as appropriate.

0	The response achieves the following:
	• The response demonstrates limited to no understanding of solving multi-step, real-life problems posed with rational numbers in any form.
	  • Response is incorrect.
	  • Response shows no application of a strategy.
	• Mathematical ideas cannot be interpreted or lack sufficient evidence to support even a limited understanding.

Exemplar Response

Points Awarded	Sample Response
4	Part A: 12 Part B: 684 [Manager's method] Julie works a total of 51 hours a week. On 3 days she works more than 8 hours. On each of those days, she works for 10 hours, which makes a total of 6 extra hours each week. Twice her hourly rate is 24, so she would earn 144 dollars extra each week. She would earn 12 per hour for the other 45 hours, for a total of 540 dollars. So her weekly total is the sum of 540 and 144, which is 684. Part C: Manager's method. Since Julie works 51 hours a week, then she works 11 extra hours and would earn 18 dollars per hour for each of those extra hours, for a total of 198 dollars. She would earn 12 per hour for her regular 40 hours, for a total of 480. So her weekly total is the sum of 480 and 198, which is 678.
3	The student correctly answers three out of the four parts.
2	The student correctly answers two out of the four parts.
1	The student correctly answers one of the four parts.
0	*Response is irrelevant, inappropriate, or not provided*.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Item 14

Scoring Rubric

Points	Description
2	The response achieves the following: • A score of 2 indicates complete understanding of how to explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate. • The student selects Choice (A), Choice (C), and Choice (F).
1	The response achieves the following: • A score of 1 indicates a partial understanding of how to explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate. • The student selects Choice (A) and Choice (C), with or without an additional incorrect answer. OR • The student selects Choice (A) and Choice (F), with or without an additional incorrect answer. OR • The student selects Choice (C) and Choice (F), with or without an additional incorrect answer.
0	The response achieves the following: • A score of 0 indicates limited to no understanding of how to explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate. • The student selects Choice (A), with or without any additional incorrect answers. OR • The student selects Choice (C), with or without any additional incorrect answers. OR • The student selects Choice (F), with or without any additional incorrect answers. OR • The student does not select any correct answers.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Item 16

Scoring Rubric

Points	Description

2	The response achieves the following:
	• Response demonstrates a complete understanding of solving real-world problems involving volume and surface area of prisms.
	• Give 2 points for Part A AND Part B correct.
	  • Response is correct and complete.
	  • Response shows application of a reasonable and relevant strategy.
	• Mathematical ideas are expressed coherently through a clear, complete, logical, and fully developed response using words, calculations, and/or symbols as appropriate.

1	The response achieves the following:
	• Response demonstrates a partial understanding of solving real-world problems involving volume and surface area of prisms.
	• Give 1 point for Part A OR Part B correct.
	  • Response is mostly correct but contains either a computation error or an unclear or incomplete explanation.
	  • Response shows application of a relevant strategy, though it may be only partially applied or remain unexplained.
	• Mathematical ideas are expressed only partially using words, calculations, and/or symbols as appropriate.

0	The response achieves the following:
	• The response demonstrates limited to no understanding of solving real-world problems involving volume and surface area of prisms.
	  • Response is incorrect.
	  • Response shows no application of a strategy.
	• Mathematical ideas cannot be interpreted or lack sufficient evidence to support even a limited understanding.

Exemplar Response

Points Awarded	Sample Response
2	Part A: 50 Part B: 172
1	Part A: 50 Part B: No
0	*Response is irrelevant, inappropriate, or not provided.*

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Item 20

Scoring Rubric

Points	Description

2	The response achieves the following:
	• Response demonstrates a complete understanding of comparing two populations using a measure of center or variability.
	• Give 2 points for the correct rate of change and the correct equation.
	  • Response is correct and complete.
	  • Response shows application of a reasonable and relevant strategy.
	• Mathematical ideas are expressed coherently through a clear, complete, logical, and fully developed response using words, calculations, and/or symbols as appropriate.

1	The response achieves the following:
	• Response demonstrates a partial understanding of comparing two populations using a measure of center or variability.
	• Give 1 point for Part A OR Part B correct, OR if Part A is correct but justification in Part B is only partially correct.
	  • Response is mostly correct but contains either a computation error or an unclear or incomplete explanation.
	  • Response shows application of a relevant strategy, though it may be only partially applied or remain unexplained.
	• Mathematical ideas are expressed only partially using words, calculations, and/or symbols as appropriate.

0	The response achieves the following:
	• The response demonstrates limited to no understanding of comparing two populations using a measure of center or variability.
	  • Response is incorrect.
	  • Response shows no application of a strategy.
	• Mathematical ideas cannot be interpreted or lack sufficient evidence to support even a limited understanding.

Exemplar Response

Points Awarded	Sample Response
2	Part A: Class B Part B: Class B has a higher mean score and a smaller range than Class A. Therefore, in general, Class B has higher scores. *Or other valid explanation*
1	Part A: Class B Part B: All Class B's scores are higher than Class A's scores.
0	*Response is irrelevant, inappropriate, or not provided.*

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Item 22

Scoring Rubric

Points	Description

2	The response achieves the following:
	• Response demonstrates a complete understanding of using measures of center to draw informal comparative inferences about two populations.
	• Give 2 points for the correct rate of change and the correct equation.
	  • Response is correct and complete.
	  • Response shows application of a reasonable and relevant strategy.
	• Mathematical ideas are expressed coherently through a clear, complete, logical, and fully developed response using words, calculations, and/or symbols as appropriate.

1	The response achieves the following:
	• Response demonstrates a partial understanding of using measures of center to draw informal comparative inferences about two populations.
	• Give 1 point for Part A OR Part B correct.
	  • Response is mostly correct but contains either a computation error or an unclear or incomplete explanation.
	  • Response shows application of a relevant strategy, though it may be only partially applied or it may remain unexplained.
	• Mathematical ideas are expressed only partially using words, calculations, and/or symbols as appropriate.

0	The response achieves the following:
	• The response demonstrates limited to no understanding of using measures of center to draw informal comparative inferences about two populations.
	  • Response is incorrect.
	  • Response shows no application of a strategy.
	• Mathematical ideas cannot be interpreted or lack sufficient evidence to support even a limited understanding.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Exemplar Response

Points Awarded	Sample Response
2	Part A: The difference is 2. To find the median, arrange the data from least to greatest, and the middle number is the median. The median of Plot A is 6 and the median of Plot B is 4, so the difference is 2. AND Part B: Plot A has the greater mean. To find the mean for each plot, I divided the sum of its data values by its number of data values. Then I compared the two means.
1	Part A: The difference is 3. To find the median, arrange the data from least to greatest, and the middle number is the median. The median of Plot A is 9 and the median of Plot B is 6, so the difference is 3. OR Part B: Plot A has the greater mean. To find the mean for each plot, I divided the sum of its data values by its number of data values. Then I compared the two means.
0	*Response is irrelevant, inappropriate, or not provided*.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Item 27

Scoring Rubric

Points	Description
2	The response achieves the following: • A score of 2 indicates complete understanding of how to approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency. Predict the approximate relative frequency given the probability. • The student determines that the correct answer for Part A is Choice (B). AND • The student determines that the correct answers for Part B are Choice (B) and Choice (C).
1	The response achieves the following: • A score of 1 indicates a partial understanding of how to approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency. Predict the approximate relative frequency given the probability. • The student determines that the correct answer for Part A is Choice (B). OR • The student determines that the correct answers for Part B are Choice (B) and Choice (C).
0	The response achieves the following: • A score of 0 indicates limited to no understanding of how to approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency. Predict the approximate relative frequency given the probability.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

APPENDIX A: LANGUAGE PROGRESSIVE SKILLS, BY GRADE

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)								
	3	4	5	6	7	8	9–10	11–12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.								
L.3.3a. Choose words and phrases for effect.								
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.								
L.4.1g. Correctly use frequently confused words (e.g., *to/too/two; there/their*).								
L.4.3a. Choose words and phrases to convey ideas precisely.*								
L.4.3b. Choose punctuation for effect.								
L.5.1d. Recognize and correct inappropriate shifts in verb tense.								
L.5.2a. Use punctuation to separate items in a series.†								
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.								
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.								
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.ǂ								
L.6.3b. Maintain consistency in style and tone.								
L.7.1c. Places phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.								
L.9-10.1a. Use parallel structure.								

* Subsumed by L.7.3a
† Subsumed by L.9-10.1a
ǂ Subsumed by L.11-12.3a

Copyright © 2017 by Georgia Department of Education. All rights reserved.

APPENDIX B: CONDITION CODES

Condition Codes (Non-Score)

The student response is flawed for various reasons and will receive a condition code (non-score). Students who receive a condition code (non-score) have a score of zero (0).

- For the extended writing tasks, both traits receive a score of 0. For Trait 1: Ideas, the score is 0 out of 4 possible points, and for Trait 2: Language Usage, the score is 0 out of 3 points. (Or the score is 0 points out of a possible 7 points.)
- For the narrative item, the score is 0 out of a possible 4 points.

Non-Score (Code)	Performance Scoring: Non-Score (Code) Description	Full Description
B	**Blank**	• Blank • Student's response did not contain words. • In some instances, student may have drawn pictures.
C	**Copied**	• Student's response is not his/her own work. • Student does not clearly attribute words to the text(s). • Student copies from the text(s) that serve(s) as writing stimulus.
I	**Too Limited to Score**	• Student's response is not long enough to evaluate his/her ability to write to genre or his/her command of language conventions.
F	**Non-English/ Foreign Language**	• Written in some language other than English • The writing items/tasks on the test require the student to write in English.
T	**Off Topic/Off Task**	• Student may have written something that is totally off topic (e.g., major portion of response is unrelated to the assigned task). • Student response did not follow the directions of the assigned task (i.e., off task).
U	**Unreadable/ Illegible/ Incomprehensible**	• Response is unreadable. • An illegible response does not contain enough recognizable words to provide a score. • An incomprehensible paper contains few recognizable English words, or it may contain recognizable English words arranged in such a way that no meaning is conveyed.
S	**Offensive**	• Student uses inappropriate or offensive language or pictures.

Copyright © 2017 by Georgia Department of Education. All rights reserved.

Study/Resource Guide
for Students and Parents
Grade 7
End-of-Grade

