

Georgia  
**Milestones**  
Assessment System



**Assessment Guide**  
**Grade 6**



**Assessment Guide**



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## THE GEORGIA MILESTONES ASSESSMENT SYSTEM

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

The State Board of Education is required by Georgia law (O.C.G.A. §20-2-281) to adopt assessments designed to measure student achievement relative to the knowledge and skills set forth in the state-adopted content standards. The Georgia Milestones Assessment System (Georgia Milestones) fulfills this requirement and, as a key component of Georgia's Student Assessment Program, is a comprehensive summative assessment program spanning grade 3 through high school. Georgia Milestones measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in Language Arts, Mathematics, Science, and Social Studies. Students in grades 3 through 8 take an end-of-grade assessment in English Language Arts and Mathematics; additionally, students in grades 5 and 8 are assessed in Science; and students in grade 8 are assessed in Social Studies. High school students take an end-of-course assessment for each of the five courses designated by the State Board of Education. In accordance with State Board Rule, Georgia Milestones end-of-course measures serve as the final exams for the specified high school courses.

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

Features of the Georgia Milestones Assessment System include:

- technology-enhanced items in all grades and courses;
- open-ended (constructed-response) items in English Language Arts (all grades and courses);
- a writing component (in response to passages read by students) at every grade level and course within the English Language Arts assessment; and
- online administration as the primary mode of administration.

The mode of administration for the Georgia Milestones program is online. Paper/pencil test materials, such as Braille forms, will be available for the small number of students who cannot interact with the computer due to their disability as documented in an IEP, IAP/504, or EL-TPC Plan.

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

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

## **GEORGIA MILESTONES END-OF-GRADE (EOG) ASSESSMENTS**

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

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

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

## ASSESSMENT GUIDE

The Georgia Milestones Grade 6 EOG Assessment Guide is provided to acquaint Georgia educators and other stakeholders with the structure and content assessed by the tests. Importantly, this guide is not intended to inform instructional planning. It is essential to note that there are a small number of content standards that are better suited for classroom or individual assessment rather than large-scale summative assessment. While those standards are not included on the tests, and therefore are not included in this Assessment Guide, the knowledge, concepts, and skills inherent in those standards are often required for the mastery of the standards that are assessed. Failure to attend to all content standards within a content area can limit a student’s opportunity to learn and show what he or she knows and can do on the assessments.

The Georgia Milestones Grade 6 EOG Assessment Guide is in *no way* intended to substitute for the state-mandated content standards; it is provided to help educators better understand the structure and content of the assessments, *but is not all-encompassing of the knowledge, concepts, and skills covered in Grade 6 or assessed on the tests*. The state-adopted content standards and associated standards-based instructional resources, such as the Content Frameworks, should be used to plan instruction. This Assessment Guide can serve as a *supplement* to those resources, in addition to any locally developed resources, **but should not be used in isolation**. In principle, this Assessment Guide is intended to be descriptive of the assessment program and should not be considered all-inclusive. The state-adopted content standards are located at [www.georgiastandards.org](http://www.georgiastandards.org).

## **TESTING SCHEDULE**

The Georgia Milestones Grade 6 EOG assessment is offered during the Main Administration each spring and one Summer Administration for retests.

Students will take the Georgia Milestones Grade 6 EOG assessment on days specified by their local school district during the testing window. Each district determines a local testing window within the state-designated testing window.

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## DEPTH OF KNOWLEDGE DESCRIPTORS

Items found on the Georgia Milestones assessments, including the Grade 6 EOG assessment, are developed with a particular emphasis on cognitive complexity, or Depth of Knowledge (DOK). DOK is measured on a scale of 1 to 4 and refers to the level of cognitive demand required to complete a task (or in this case, an assessment item). The higher the level, the *more complex* the assessment; however, higher levels do not necessarily mean *more difficult* items. For instance, a question can have a low DOK but a medium or even high difficulty level. Conversely, a DOK 4 question may have a low difficulty level but still require a great deal of cognitive thinking (e.g., analyzing and synthesizing information instead of just recalling it). The following descriptions and table show the expectations of the four DOK levels in greater detail.

**Level 1** (Recall of Information) generally requires students to identify, list, or define, often asking them to recall who, what, when, and where. Consequently, this level usually asks students to recall facts, terms, concepts, and trends and may ask them to identify specific information contained in documents, excerpts, quotations, maps, charts, tables, graphs, or illustrations. Items that require students to “describe” and/or “explain” could be classified at Level 1 or Level 2, depending on what is to be described and/or explained. A Level 1 “describe” and/or “explain” would require students to recall, recite, or reproduce information.

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

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

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

## Depth of Knowledge Descriptors

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

| Level  | Skills Demonstrated  | Question Cues  |
|--|--|--|
| <p style="text-align: center;">Level 1<br/>Recall of Information</p> | <ul style="list-style-type: none"> <li>• Make observations</li> <li>• Recall information</li> <li>• Recognize formulas, properties, patterns, processes</li> <li>• Know vocabulary, definitions</li> <li>• Know basic concepts</li> <li>• Perform one-step processes</li> <li>• Translate from one representation to another</li> <li>• Identify relationships</li> </ul>  | <ul style="list-style-type: none"> <li>• Tell who, what, when, or where</li> <li>• Find</li> <li>• List</li> <li>• Define</li> <li>• Identify; label; name</li> <li>• Choose; select</li> <li>• Compute; estimate</li> <li>• Express as</li> <li>• Read from data displays</li> <li>• Order</li> </ul>   |
| <p style="text-align: center;">Level 2<br/>Basic Reasoning</p>       | <ul style="list-style-type: none"> <li>• Apply learned information to abstract and real-life situations</li> <li>• Use methods, concepts, and theories in abstract and real-life situations</li> <li>• Perform multi-step processes</li> <li>• Solve problems using required skills or knowledge (requires more than habitual response)</li> <li>• Make a decision about how to proceed</li> <li>• Identify and organize components of a whole</li> <li>• Extend patterns</li> <li>• Identify/describe cause and effect</li> <li>• Make basic inferences or logical predictions from data to text</li> <li>• Interpret facts</li> <li>• Compare or contrast simple concepts/ideas</li> </ul> | <ul style="list-style-type: none"> <li>• Apply</li> <li>• Calculate; solve</li> <li>• Complete</li> <li>• Describe</li> <li>• Explain how; demonstrate</li> <li>• Construct data displays</li> <li>• Construct; draw</li> <li>• Analyze</li> <li>• Extend</li> <li>• Connect</li> <li>• Classify</li> <li>• Arrange</li> <li>• Compare; contrast</li> <li>• Predict</li> </ul> |

| Level   | Skills Demonstrated   | Question Cues   |
|---|---|---|
| <p style="text-align: center;">Level 3<br/>Complex Reasoning</p>  | <ul style="list-style-type: none"> <li>• Solve an open-ended problem with more than one correct answer</li> <li>• Create a pattern</li> <li>• Generalize from given facts</li> <li>• Relate knowledge from several sources</li> <li>• Draw conclusions</li> <li>• Translate knowledge into new contexts</li> <li>• Compare and discriminate between ideas</li> <li>• Assess value of methods, concepts, theories, processes, and formulas</li> <li>• Make choices based on a reasoned argument</li> <li>• Verify the value of evidence, information, numbers, and data</li> </ul> | <ul style="list-style-type: none"> <li>• Plan; prepare</li> <li>• Create; design</li> <li>• Ask “what if?” questions</li> <li>• Generalize</li> <li>• Justify; explain why; support; convince</li> <li>• Assess</li> <li>• Rank; grade</li> <li>• Test; judge</li> <li>• Recommend</li> <li>• Select</li> <li>• Conclude</li> </ul> |
| <p style="text-align: center;">Level 4<br/>Extended Reasoning</p> | <ul style="list-style-type: none"> <li>• Analyze and synthesize information from multiple sources</li> <li>• Examine and explain alternative perspectives across a variety of sources</li> <li>• Describe and illustrate how common themes are found across texts from different cultures</li> <li>• Apply mathematical models to illuminate a problem or situation</li> <li>• Design a mathematical model to inform and solve a practical or abstract situation</li> <li>• Combine and synthesize ideas into new concepts</li> </ul>   | <ul style="list-style-type: none"> <li>• Design</li> <li>• Connect</li> <li>• Synthesize</li> <li>• Apply concepts</li> <li>• Critique</li> <li>• Analyze</li> <li>• Create</li> <li>• Prove</li> </ul>   |

## SCORES

Students will receive a scale score and an Achievement Level designation based on total test performance. In addition, students will receive information on how well they performed at the domain level. For more information on scoring, please see the *Georgia Milestones End-of-Grade (EOG) Interpretive Guide for Score Reports*. Additional information on the items contributing to these scores is found in the Description of Test Format and Organization sections for English Language Arts (ELA) and Mathematics.

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

## **ENGLISH LANGUAGE ARTS (ELA)**

### **DESCRIPTION OF TEST FORMAT AND ORGANIZATION**

The Georgia Milestones English Language Arts (ELA) EOG assessment is primarily a criterion-referenced test, designed to provide information about how well a student has mastered the grade-level state-adopted content standards in English Language Arts (ELA). The assessment consists of both operational items and field test items (newly written items that are being tried out and do not contribute to the student's score). Each student will receive one of four Achievement Level designations, depending on how well the student has mastered the content standards. The four Achievement Level designations are Beginning Learner, Developing Learner, Proficient Learner, and Distinguished Learner. In addition to criterion-referenced information, the Georgia Milestones measures will also produce an estimate of how Georgia students are achieving relative to their peers nationally. The norm-referenced information provided is supplementary to the criterion-referenced Achievement Level designation and will not be utilized in any manner other than to serve as a barometer of national comparison. Only the criterion-referenced scores and Achievement Level designations will be utilized in the accountability metrics associated with the assessment program (such as student growth measures, educator-effectiveness measures, or the CCRPI).

The table on the following page outlines the number and types of items included on the Grade 6 English Language Arts EOG assessment.

### Grade 6 English Language Arts (ELA) EOG Assessment Design

| Description   | Number of Items | Number of Points |
|---|-----------------|------------------|
| 1-point Selected-Response and Technology-Enhanced Items <sup>1, 2</sup> | 37              | 37               |
| 2-point Technology-Enhanced Items <sup>1</sup>                          | 5               | 10               |
| 2-point Constructed-Response Items                                      | 1               | 2                |
| 4-point Extended Constructed-Response Items                             | 1               | 4                |
| 7-point Extended Writing-Response Items                                 | 1               | 7                |
| Field Test Items <sup>3</sup>   | 6               | 0                |
| <b>Total<sup>4</sup></b>  | <b>51</b>       | <b>60</b>        |

<sup>1</sup>**Technology-Enhanced:** Possible variants of the technology-enhanced item types used for ELA include evidence-based selected-response, drag-and-drop, and drop-down.

<sup>2</sup>**1-point Selected-Response and Technology-Enhanced Items:** The ratio of selected-response to technology-enhanced items may vary. The target range of 1-point technology-enhanced items is 0 to 5.

<sup>3</sup>**Field Test Items:** Field test items may include 1-point selected-response, 1-point technology-enhanced, 2-point evidence-based selected-response, 2-point technology-enhanced, and 4-point extended constructed-response items.

<sup>4</sup>**Total:** Of the total 51 items, 45 contribute to the student's ELA score.

The test will be given in three sections. Students will be given a maximum of 90 minutes to complete Section 1, which includes the extended writing-response. Students may have up to 80 minutes per section to complete Sections 2 and 3. The total estimated testing time for the Grade 6 English Language Arts (ELA) EOG assessment ranges from approximately 125 to 250 minutes. Total testing time describes the amount of time students have to complete the assessment. It does not take into account the time required for the test examiner to complete pre-administration and post-administration activities (such as reading the standardized directions to students). Section 1, which focuses on writing, must be administered on a separate day. Sections 2 and 3 must be scheduled such that both will be completed in a single day or over the course of two consecutive days (one section each day) and should be completed within the same week following the district's testing protocols for the EOG measures (in keeping with state guidance).

## CONTENT MEASURED

The Grade 6 English Language Arts (ELA) assessment will measure the Grade 6 standards that are described at [www.georgiastandards.org](http://www.georgiastandards.org).

The content of the assessment is organized into two groupings, or domains, of standards for the purposes of providing feedback on student performance. A content domain is a reporting category that *broadly* describes and defines the content of the course, as measured by the EOG assessment. The standards for Grade 6 English Language Arts (ELA) are grouped into two domains: Reading and Vocabulary, and Writing and Language. Each domain was created by organizing standards that share similar content characteristics. The content standards describe the level of expertise that Grade 6 English Language Arts (ELA) educators should strive to develop in their students. Educators should refer to the content standards for a full understanding of the knowledge, concepts, and skills that may be assessed on the EOG assessment.

The approximate proportional number of points associated with each domain is shown in the following table. A range of cognitive levels will be represented on the Grade 6 English Language Arts (ELA) EOG assessment. Educators should always use the content standards when planning instruction.

## GRADE 6 ENGLISH LANGUAGE ARTS (ELA): DOMAIN STRUCTURES AND CONTENT WEIGHTS

### Reporting Categories and Content Standards

| Reporting Category/Domain                                  | Content Standards Assessed   | Approximate # of Points | Approximate % of Test |
|--|--|-------------------------|-----------------------|
| <b>Reading and Vocabulary</b>                              |  | <b>32</b>               | <b>53%</b>            |
| Key Ideas and Details                                      | ELAGSE6.RL<br>(1, 2, 3)  | 17                      | 28%                   |
|  | ELAGSE6.RI<br>(1, 2, 3)  |                         |                       |
| Craft and Structure/<br>Integration of Knowledge and Ideas | ELAGSE6.RL<br>(5, 6, 9)  | 9                       | 15%                   |
|  | ELAGSE6.RI<br>(5, 6, 7, 8, 9)  |                         |                       |
| Vocabulary Acquisition and Use                             | ELAGSE6.RL4/RI4  | 6                       | 10%                   |
|  | ELAGSE6.L<br>(4, 4a, 4b, 4c, 5, 5a, 5b, 5c, 6)   |                         |                       |
| <b>Writing and Language</b>                                |  | <b>28</b>               | <b>47%</b>            |
| Writing  | ELAGSE6.W<br>(1, 1a, 1b, 1c, 1d, 1e, 2, 2a, 2b, 2c, 2d, 2e, 2f, 3, 3a, 3b, 3c, 3d, 3e, 4, 7, 8, 9, 9a, 9b) | 16                      | 27%                   |
| Language   | ELAGSE6.L<br>(1, 1a, 1b, 1c, 1d, 1e, 2, 2a, 2b, 3, 3a, 3b)   | 12                      | 20%                   |
| <b>Total</b>   |  | <b>60</b>               | <b>100%</b>           |

### Text Type Reporting Categories and Content Standards

Each reading and vocabulary question connects to one of the Reading and Vocabulary domains as well as to one of the Text Type domains. While each item is categorized into two different domains, performance on each item counts only one time in determining the student's total score.

| Reporting Category/Domain  | Content Standards Assessed                     | Approximate # of Reading and Vocabulary Points | Approximate % of Reading and Vocabulary Points |
|----------------------------|--|--|--|
| <b>Text Type</b>           |  | <b>32</b>                                      | <b>100%</b>                                    |
| Reading Literary Text      | ELAGSE6.RL<br>(1, 2, 3, 4, 5, 6, 9)            | 16   | 50%  |
|                            | ELAGSE6.L<br>(4, 4a, 4b, 4c, 5, 5a, 5b, 5c, 6) |  |  |
| Reading Informational Text | ELAGSE6.RI<br>(1, 2, 3, 4, 5, 6, 7, 8, 9)      | 16   | 50%  |
|                            | ELAGSE6.L<br>(4, 4a, 4b, 4c, 5, 5a, 5b, 5c, 6) |  |  |

## ITEM TYPES

The English Language Arts (ELA) portion of the Grade 6 EOG assessment consists of selected-response, technology-enhanced, constructed-response, extended constructed-response, and extended writing-response items.

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

A technology-enhanced item is an innovative way to measure student skills and knowledge by using scaffolding within a multi-step process. Technology-enhanced items are worth one or two points. If the item is worth two points, partial credit is awarded for special combinations of responses that do not include all the correct answers. For ELA, there are a number of specific technology-enhanced item types being used:

- In Evidence-Based Selected-Response (EBSR) items, the student responds to a two-part question. In the first part, the student responds to an inferential or key concept question related to a stimulus text. In the second part, the student provides evidence from the same text to support the inference or idea. In both parts of an EBSR item, the student selects the responses from the choices provided. There is one correct answer for each part of an EBSR item. If the student responds correctly to both parts of the EBSR item, the student receives two points. Partial credit may be awarded when a student answers the first part correctly.
- In drag-and-drop items, the student can show language, writing, research, or comprehension skills by organizing or sequencing information into a table or simple graphic. The student uses a mouse, touchpad, or touchscreen to move responses to designated areas on the screen.
- In drop-down menu items, the student reads a stimulus text with two to four drop-down menus embedded in the text. The student uses a mouse, touchpad, or touchscreen to open each drop-down menu and select the correct answer from the drop-down options. Each drop-down menu will include two to four options.
- Since some technology-enhanced items in this guide were designed to be used only in an online, interactive-delivery format, some of the item-level directions will not appear to be applicable when working within the format presented in this document (for example, "Move the descriptions onto the lines of the paragraph" or "Click To Respond").
- This icon  identifies special directions that will help the student answer technology-enhanced items as shown in the format presented within this guide. These directions do not appear in the online version of the test but explain information about how the item works that would be easily identifiable if the student were completing the item in an online environment.

To give students practice using technology-enhanced items in an online environment very similar to how they will appear on the online test, visit "Experience Online Testing Georgia."

1. Go to the website "Welcome to Experience Online Testing Georgia" (<http://gaexperienceonline.com/>).
2. Select "Test Practice."
3. On the right side of the page, you will see "End-of-Grade (EOG) Spring Main." Select "Online Tools Training" which appears underneath it.
4. Select "EOG Test Practice."
5. Select "Technology Enhanced Items."
6. Select "All Grades."

7. You will be taken to a login screen. Use the username and password provided on the screen to log in and practice navigating technology-enhanced items online.

Please note that Google Chrome is the only supported browser for this public version of the online testing environment.

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

An extended constructed-response item is a specific type of constructed-response item that elicits a longer, more detailed response from the student than a two-point constructed-response item. The stimulus used for this type of item may be a literary or informational passage or a paired passage set. A paired passage set may consist of two literary passages, two informational passages, or one of each passage type. The extended constructed-response items on the EOG assessment will be worth four points. For English Language Arts (ELA), the student will respond to a narrative prompt based on a passage the student has read, and the response will be scored for the Writing and Language domain. Partial credit may be awarded if part of the response is appropriate based upon the prompt and rubric.

The extended writing-response items require students to produce arguments or develop an informative/explanatory response. As part of the extended writing task, students must first read two passages and then respond to three multiple-choice items and one constructed-response item. All of these items help students write their extended essay by focusing them on the main idea(s) and key details in the passages. Two of the selected-response items will address each of the passages separately. One selected-response item and the constructed-response item will address both of the passages together. All three selected-response items and the constructed-response item contribute to the Reading and Vocabulary domain. These items will be followed by an extended writing-prompt, which requires the student to draw from reading experiences when writing an essay response and to cite evidence from the passage(s) to support claims and conclusions in the essay. The writing task is worth seven points that contribute to the Writing and Language domain.

## ENGLISH LANGUAGE ARTS (ELA) DEPTH OF KNOWLEDGE EXAMPLE ITEMS

Example items that represent the applicable DOK levels across various Grade 6 English Language Arts (ELA) content domains are provided.

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

### Example Items 1 and 2

Read the article and answer example items 1 and 2.

#### The Hermit Crab

The word *hermit* is used to describe someone or something that lives alone. In the case of the hermit crab, however, nothing could be further from the truth! Though each hermit crab has its own shell, hermit crabs like to socialize and live in packs.

One of the many interesting things about the hermit crab is its body, which is segmented. This means that the hermit crab's body has different parts, like an insect's body, rather than one part, like a snake's body.

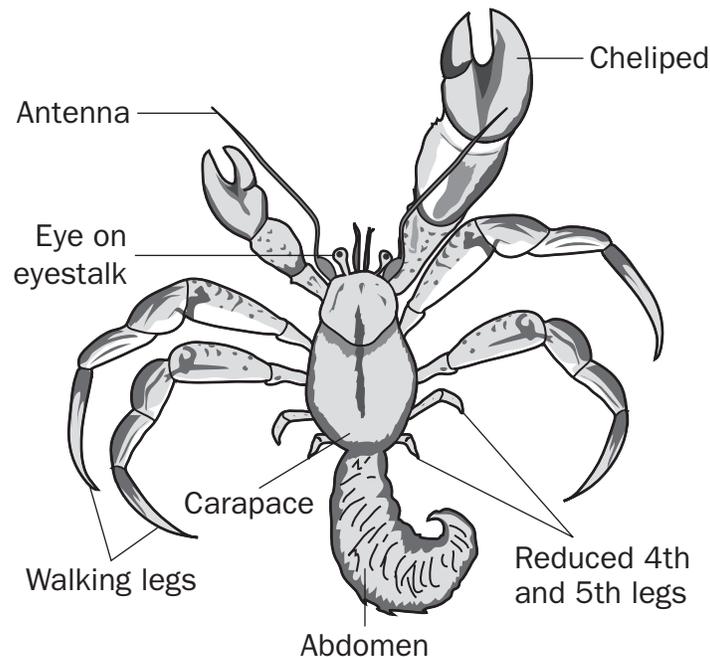
The upper half of the hermit crab's body is covered in an exoskeleton, or hard outer skin.

The lower half of the hermit crab's body is not covered with an exoskeleton. Thus, it is more fragile than the other parts of the crab's body. The only protection for this soft part of the crab's body is its shell. However, hermit crabs are not born with shells. They spend a great deal of time searching for abandoned shells that they can squeeze into. The hermit crab keeps its shell until it grows too large for it. Then it leaves to go find another. Though hermit crabs are very particular, they often select objects other than shells to crawl into. For example, they have been known to crawl into small cans.

The hermit crab has two front claws that are different sizes and have different purposes. The left claw is large and is used to defend the crab against predators. This claw can also be used to grab objects or to balance when the crab is using its other claw. The right claw is smaller than the left and is used to grasp food.

When the hermit crab searches for food, it uses its antennae to smell and taste. The antennae are also used to feel objects. The hermit crab can see in many different directions with its compound eyes. *Compound* means the eyes have many lenses. The eyes stick out from the rest of the hermit crab's body because they are at the end of a long body part called an eyestalk.

### The Underside of a Hermit Crab without Its Shell



Though the hermit crab is selective about its shell, it is not picky when it comes to the type of food it will eat. The hermit crab tends to eat anything that is lying around. It will eat algae, sea plants, fish, and vegetables. It will also eat decaying matter that has washed ashore. A hermit crab may even eat its own skin once the crab molts, or sheds, the skin.

Hermit crabs are found in warm, tropical places, such as the Caribbean, South America, Central America, and Australia. They are born in water but move to land once they mature. Adult hermit crabs prefer to live in small, cozy places, such as within groups of rocks or under exposed tree roots.

Most hermit crab colonies contain around 100 of the little creatures. They tend to pile on top of each other to sleep and to travel in packs. This is why most experts recommend that if you keep a hermit crab as a pet, you should have more than one. (See the box on the next page for more information.) Though hermit crabs are less common as pets, they are a fascinating choice to consider. If you do keep some hermit crabs as pets, I think you will agree that they are wonderful!

### Hermit Crabs as Pets

Hermit crabs make great pets. If you would like to purchase and raise hermit crabs as pets, follow these simple steps:

- Purchase an aquarium that is at least ten gallons.
- Set up a heater underneath the tank, and be sure to keep the temperature of the aquarium between seventy and eighty-five degrees Fahrenheit.
- Place sand or coconut fiber in the tank so the hermit crabs have a place to burrow.
- Arrange decorations in the tank, such as plastic plants.
- Put the hermit crabs in their new home.
- Give the hermit crabs access to both fresh food and water.
- Clean the aquarium regularly.

#### Example Item 1

**Selected-Response:** 1 point

**DOK Level:** 2

**English Language Arts (ELA) Grade 6 Content Domain:** Reading and Vocabulary

**Standard:** ELAGSE6L4a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 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.

**Read the sentences from the article.**

**They are born in water but move to land once they mature. Adult hermit crabs prefer to live in small, cozy places, such as within groups of rocks or under exposed tree roots.**

**Based on these sentences, what is the meaning of the word *mature*?**

- A. grow tired
- B. develop fully
- C. grow curious
- D. become useful

**Correct Answer:** B

**Explanation of Correct Answer:** The correct answer is choice (B) develop fully. This sentence is explaining the growth cycle of hermit crabs, so *mature* references their full development. Choice (A) is incorrect because nothing indicates that hermit crabs “grow tired” when they *mature*. Choice (C) is incorrect because *mature* is referring to physical growth. Choice (D) is incorrect because *mature* does not mean to “become useful.”

### Example Item 2

**Drag-and-Drop Technology-Enhanced:** 2 points

**DOK Level:** 3

**English Language Arts (ELA) Grade 6 Content Domain:** Reading and Vocabulary

**Standard:** ELAGSE6RI7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Complete the chart to show how each part of the passage contributes to the reader's understanding of the hermit crab. Move the correct description into the column under each heading. You will NOT use all of the descriptions.

| The Hermit Crab | The Underside of a Hermit Crab without its Shell  | Hermit Crabs as Pets  |
|-----------------|---|---|
|                 |   |   |
|                 | demonstrates how hermit crabs work together to build their home                           | provides a labeled visual of important working parts of the hermit crab |
|                 | details the specific steps for raising hermit crabs in an aquarium                        | lists specific places where hermit crabs can be purchased               |
|                 | describes the appearance and explains the purpose of the different parts of a hermit crab |   |

*Click To Respond*

➡ Due to the size of the response area, this item has a “Click To Respond” button on the screen. Clicking this button will bring up the response area at full size.

**Go on to the next page to finish example item 2.**

**Example Item 2. Continued.**

| The Hermit Crab   | The Underside of a Hermit Crab without Its Shell  | Hermit Crabs as Pets |
|---|---|----------------------|
| •   | •   | •                    |
| <p>demonstrates how hermit crabs work together to build their home</p> <p>details the specific steps for raising hermit crabs in an aquarium</p> <p>describes the appearance and explains the purpose of the different parts of a hermit crab</p> | <p>provides a labeled visual of important working parts of the hermit crab</p> <p>lists specific places where hermit crabs can be purchased</p> |                      |

 Use a mouse, touchpad, or touchscreen to move the descriptions below the chart into the chart beside the bullets.

**Example Item 2. *Continued.***

**Scoring Rubric**

| Points | Description   |
|--------|---|
| 2      | The student correctly fills in all three columns.                                   |
| 1      | The student correctly fills in two columns.   |
| 0      | The student correctly fills in one column or does not correctly fill in any column. |

**Exemplar Response**

The correct response is shown below.

| The Hermit Crab   | The Underside of a Hermit Crab without Its Shell  | Hermit Crabs as Pets   |
|---|---|--|
| <ul style="list-style-type: none"> <li>describes the appearance and explains the purpose of the different parts of a hermit crab</li> </ul> | <ul style="list-style-type: none"> <li>provides a labeled visual of important working parts of the hermit crab</li> </ul> | <ul style="list-style-type: none"> <li>details the specific steps for raising hermit crabs in an aquarium</li> </ul> |
| <p><b>demonstrates how hermit crabs work together to build their home</b></p>   |   |  |
| <p><b>lists specific places where hermit crabs can be purchased</b></p>   |   |  |

The correct response in the first column is “describes the appearance and explains the purpose of the different parts of a hermit crab.” This is the correct answer because it explains how the text of the passage “The Hermit Crab” provides details that support the information presented in the graphic. The correct response in the second column is “provides a labeled visual of important working parts of the hermit crab.” This is the correct response because it shows the connection between the graphic and the information described in paragraphs 2, 5, and 6 in the passage. The correct response in the third column is “details the specific steps for raising hermit crabs in an aquarium.” This response is correct because it explains how the ideas presented in the passage support the advice regarding hermit crab ownership, such as why two pet crabs are better than one. NOTE: Response order does affect scoring.

### Example Item 3

**Extended Writing-Response:** 7 points

**DOK Level:** 4

**English Language Arts (ELA) Grade 6 Content Domain:** Writing and Language

**Standards:**

ELAGSE6W1. Write arguments to support claims with clear reasons and relevant evidence.

ELAGSE6L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

ELAGSE6L2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

This section of the test assesses your skill to comprehend reading passages and use information from the passages to write an argumentative essay.

Before you begin writing your essay, you will read two passages.

As you read the passages, think about details you may use in an argumentative essay about the effects of movies and television on society.

**These are the titles of the passages you will read:**

1. Movies and Television: A Reflection
2. Positive Influence, Please!

### **Movies and Television: A Reflection**

Movies and television reflect society because they tell stories about our social world. People enjoy stories about that world because they connect with stories about themselves. They also enjoy stories about other people, especially if they involve cheering for people who work their way out of tough situations.

Consider a television situation comedy about a middle-class family. The parents and their three children have many bad days that could be drawn from many real-life experiences. Their exaggerated ups and downs are humorous, but together the family survives. The show reflects society by showing a world to which most people can relate.

Sometimes the characters in the story are not people. Consider a cartoon movie about a lion family. The plot seems to be based on real animals. Male lions are competing to be the head of a family group. However, these lions also have names. They talk to each other. They sing. They show human emotions. In other words, the plot is really a human drama. It reflects society by portraying true family relationships.

Sometimes writers include elements of modern society in movies and television shows that are set in the past. They believe this helps more viewers imagine being part of the story. For example, consider a movie about a pirate who is both foreign and familiar. He can sail a tall ship, but he likes to stretch rules. He appears to be from the 1700s, but he behaves much more like a modern teen. Many parts of his character are clearly drawn from the experiences of real people. The movie reflects both historical and modern society.

These three examples are similar to television shows and movies that have been very popular with their audiences. They show that the best movie and television writers draw from the experiences of real people to tell their stories. When the characters seem real, the plots imitate life and the stories reflect our society.

### **Positive Influence, Please!**

Movies and television have the power to change society. Why? Because people like to imitate each other. In fact, people are wired to imitate. Babies imitate the looks on their parents' faces. Young children learn how to talk by imitation.

Even teens and adults learn by imitation. They pick up social cues. They copy ways of speaking. They copy each other's clothes. They listen to each other's songs. They watch the latest movies and television shows. Partly they do this to explore the world in a safe way. Partly they do it to fit in with their peers. Mostly they do it by instinct, without thinking.

Millions of people watch movies and television shows. Because the characters on the screen are also people, they can prompt the audience to imitate them. They can change people's behavior. For example, in the 1970s, women all over the world copied the hairdo of an actress in a television series. Anyone whose hair could hold the famous flip wore the style. Similarly, in the 1990s, many young children learned the moves of a group of superheroes who appeared in both a television series and several full-length movies.

Just like children, teens and adults copy speech patterns from movies and television shows. This imitation of language appears to have a more lasting effect. For example, because it is shocking and adds drama, characters on some shows are disrespectful. People who mistake movie and television scripts for real life copy these characters. As a result, disrespectful language is creeping into everyday speech. The same characters behave badly toward each other. They have changed some people's ideas about how to behave in family groups.

However, all is not lost! There are situation comedies and movies that have changed society for the better. Several popular high school dramas show people from different social groups getting along and making friends. These same shows give teens good ideas about how to handle social problems and relationships.

## WRITING TASK

There are many ways that television and movies reflect and influence society. Some people believe that television and movies reflect society, while other people believe that television and movies influence society.

Think about the ideas in BOTH passages, and then write an **argumentative essay** in your own words supporting either side of this debate.

Be sure to use information from BOTH passages in your **argumentative essay**.

### Writer's Checklist

**Be sure to:**

- Introduce your claim.
- Support your claim with logical reasons and relevant evidence from the passages.
- 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 ideas and to clarify the relationships among claims, 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.

**Now write your argumentative essay on your answer document. Refer to the Writer's Checklist as you write and proofread your essay.**

The following are examples of seven-point responses. See the seven-point, two-trait rubric for a text-based argumentative response on pages 68 and 69 to see why these examples would earn the maximum number of points.

*People enjoy telling stories and hearing stories about people and places in our world. Since movies and television shows tell stories as a form of entertainment or education, it is difficult to determine if they influence us or just reflect how we are in our society. The author of the first passage, "Movies and Television: A Reflection," makes the case that these stories mirror the way people are. These stories are told in different ways, using real people, animation, or animals as characters. However, the feelings and reactions described reflect feelings we all have as human beings. We may be influenced by a dramatic plot, but that will not change who we are and how we live our lives.*

*The author of the second passage, "Positive Influence, Please!," implies that people are heavily influenced by what they hear and see in movies and on television shows. The author suggests that people change their language and behavior after viewing dramatic shows. The author says that people, because of the way they learn, imitate everything they hear and see. That assumption does not give individuals credit for having their own views and values. People may rethink their worldviews based on new information, but they make a conscious decision to change.*

*In all cultures, sharing stories with others is one way these societies maintain their heritage and sense of self. Therefore, it seems more reasonable to say that movies and television reflect society than to say that they influence it.*

OR

*It is true that television and movies influence society, as the author of the second passage, "Positive Influence, Please!," claims. We see examples of how television and movies affect people's behaviors and choices almost every day.*

*First, the author of the second passage states that "people like to imitate each other." This applies to the people in television and movies as well. One solid example this author provides is that in the 1970s women around the world imitated a television actress by copying her exact hairdo. If it weren't for this actress on television, it seems really unlikely that so many women would have this exact unique hairdo. This is a powerful example of how people make choices based on imitation of television or movies.*

*It may be true that in some ways television shows and movies reflect society. The author of "Movies and Television: A Reflection" supports this when he or she says that parts of television or movies are clearly "drawn from the experiences of real people." Actually, I think it would be very difficult to measure whether behavior on television or in a movie was based on a real person. How can we truly know if the story being shown on a screen has been copied from someone in real life or if it was the other way around? For these reasons, I think the author of the second passage makes a much stronger argument.*

*"Positive Influence, Please!" is right about television and movies influencing society, and I also agree that movies and television can be a great source for "good ideas." Some television shows or movies might help people, and maybe even teach us how to get along and make friends, as the second author states. I hope the writers of television shows and movies continue to send positive messages that influence people in a healthy way.*

## **ENGLISH LANGUAGE ARTS (ELA) ADDITIONAL SAMPLE ITEMS**

This section has two parts. The first part is a set of 19 sample items for the English Language Arts (ELA) portion of the EOG assessment. The second part contains a table that shows for each item the standard assessed, the DOK level, the correct answer (key), and a rationale/explanation about the key and distractors. The sample items can be utilized as a mini-test to familiarize students with the item formats found on the assessment.

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

**Items 1–9**

Read the poem and the story and answer questions 1 through 9.

**The Carpenter**

A house is sketched on paper,  
Then drawn on plans of blue.  
But it is the carpenter's careful labor  
That makes the dream come true.

Calloused hands unroll the blueprint.  
Keen eyes review with ease.  
A young man might see a house,  
But a home the carpenter sees.

He cuts and shapes with vision.  
His goal is understood:  
He converts the lines and numbers  
Into lengths of measured wood.

Like an artist he wields his hammer,  
Pounding rhythms to his own beat.  
He sculpts and forms a framework  
That painted walls will soon complete.

Like an athlete he climbs and balances.  
Lifting, fastening bulky beams,  
Building the backbone of a sturdy house,  
He frames a family's dreams.

Walls and windows, floors and doors,  
The carpenter adds with care.  
He knows a fireplace heats a house,  
But a happy family warms the air.

When the home of dreams is ready,  
An inner smile he then sets free.  
A young man might see a house,  
But a home the carpenter sees.

### **The Carpenter’s Apprentice**

Before Ben started to work with me, I had advised him to buy a quality set of tools. “Good tools are expensive,” I had told him, “but they will last for years.” On Ben’s first day of work, the head of the cheap hammer he had bought flew off and put a hole in a wall.

One Monday, as we ate our lunch in the truck outside the Pine Street house, Ben told me that he had made a few phone calls for us. “The lumberyard across town can deliver what we need tomorrow. We could finish the job by noon on Friday!”

I turned and met his eyes. “I think I told you that I don’t do business with that lumberyard anymore. The last order I got from them had warps, splits, and four-inch knots on every piece.”

“But if we wait until the other delivery on Thursday, we won’t finish the job until Monday or Tuesday of next week.”

I continued to look at him. Ben was thinking of his plans for the weekend, but I was thinking of our obligation to the house’s owner to do the job right using only quality materials.

“Ben,” I sighed, “how would you like to live in this house?” He looked up at me quizzically, as though I were making him an offer. “Would you like to live in this house if it were built your way, using inferior lumber? Would you want to walk around on a floor with warped supports under it and sleep under a roof built with split and knotted wood? We need to do this right, Ben. You can’t build a house twice.”

A philosopher, I’m not sure who, once said something to the effect that when you finish building your house, you realize all that you have learned in the process—and you realize, too, that all you have learned you should have known before you started.

**Item 1****Selected-Response:** 1 point**What is the main purpose of the dialogue in the story?**

- A. to suggest that the narrator and Ben will come to an agreement about their carpentry project
- B. to show a contrast between why the narrator and Ben decided to become carpenters
- C. to suggest that the narrator and Ben have had similar experiences working as carpenters
- D. to show a contrast between how the narrator and Ben approach their carpentry work

**Item 2****Selected-Response:** 1 point**In the story, what does the carpenter believe is the MOST important lesson for Ben to learn?**

- A. Build a house only once.
- B. Use the best tools and materials.
- C. Do the work with care and consideration.
- D. Know everything before starting a project.

**Item 3****Selected-Response:** 1 point**Which sentence BEST describes a difference between the ways that the poem and the story approach their topics?**

- A. The poem focuses on the steps it takes for an individual carpenter to become successful, while the story focuses on the teamwork necessary for two carpenters to complete a project.
- B. The poem focuses on the details of a family who will live in a house, while the story focuses on the frustrations of two carpenters who are having difficulty completing their project.
- C. The poem focuses on one carpenter's relationship to a project, while the story focuses on two carpenters' different approaches to completing a project.
- D. The poem focuses on the relationship between a carpenter and the family he works for, while the story focuses on the individual steps it takes to complete a project.

**Item 4**

**Drag-and-Drop Technology-Enhanced:** 2 points

Complete the chart based on information in the poem and the story. Move into the first column the TWO sentences that BEST describe a carpenter. Then, beside each description of a carpenter, move into the second column ONE detail from the poem and/or story that BEST supports that description.

| Descriptions of a Carpenter | Details that Support the Descriptions |
|-----------------------------|---------------------------------------|
|                             |                                       |
|                             |                                       |

**Possible Descriptions of a Carpenter**

- A carpenter enjoys interacting with others.
- A carpenter usually completes projects quickly.
- A carpenter is concerned with doing quality work.
- A carpenter is able to turn a dream into a reality.

**Details**

- He converts the lines and numbers / into lengths of measured wood.
- Like an athlete he climbs and balances. / Lifting, fastening bulky beams.
- "Good tools are expensive," I had told him. . . .
- "We need to do this right, Ben."

*Click To Respond*

➡ Due to the size of the response area, this item has a “Click To Respond” button on the screen. Clicking this button will bring up the response area at full size.

**Go on to the next page to finish item 4.**

Item 4. *Continued.*

| Descriptions of a Carpenter | Details that Support the Descriptions |
|-----------------------------|---------------------------------------|
|                             |                                       |
|                             |                                       |

|   |   |
|---|---|
| <u>Possible Descriptions of a Carpenter</u>         | <u>Details</u>  |
| A carpenter enjoys interacting with others.         | He converts the lines and numbers / Into lengths of measured wood.        |
| A carpenter usually completes projects quickly.     | Like an athlete he climbs and balances. / Lifting, fastening bulky beams, |
| A carpenter is concerned with doing quality work.   | "Good tools are expensive," I had told him, . . .                         |
| A carpenter is able to turn a dream into a reality. | "We need to do this right, Ben."  |



Use a mouse, touchpad, or touchscreen to move the descriptions and details below the chart into the boxes in the chart.

### Item 5

Selected-Response: 1 point

Read the following definition.

*obligation* *n.* burden, charge, debt, duty

Which word would BEST replace *obligation* in the story?

I continued to look at him. Ben was thinking of his plans for the weekend, but I was thinking of our obligation to the house's owner to do the job right using only quality materials.

- A. burden
- B. charge
- C. debt
- D. duty

### Item 6

Selected-Response: 1 point

Which word would BEST replace *wields* in this stanza from the poem?

Like an artist he wields his hammer,  
Pounding rhythms to his own beat.  
He sculpts and forms a framework  
That painted walls will soon complete.

- A. displays
- B. maintains
- C. shakes
- D. uses

**Item 7****Selected-Response:** 1 point**How does the poet use a simile in the fourth stanza of the poem?**

**Like an artist he wields his hammer,  
Pounding rhythms to his own beat.  
He sculpts and forms a framework  
That painted walls will soon complete.**

- A. The poet compares a carpenter to an artist to show that a carpenter must be creative.
- B. The poet describes pounding rhythms to show the fast pace of a carpenter’s work.
- C. The poet compares a carpenter to a painter to show the details the carpenter must notice.
- D. The poet describes the hammer to show the strength a carpenter must have.

**Item 8****Evidence-Based Selected-Response Technology-Enhanced:** 2 points**This question has two parts. Answer Part A, and then answer Part B.****Part A****How does the author of “The Carpenter’s Apprentice” develop the point of view of the narrator?**

- A. by showing the narrator interact with Ben
- B. by describing the narrator’s background
- C. by showing Ben’s ability to complete the project
- D. by describing how Ben thinks and feels

**Part B****Which detail BEST supports the answer to Part A?**

- A. Ben wants to finish the job by Friday.
- B. The narrator discusses tools and quality of work with Ben.
- C. Ben discusses using a different lumberyard.
- D. The narrator remembers when a tool broke and damaged property.

## Item 9

**Extended Constructed-Response:** 4 points

**From the narrator’s point of view, write a conclusion to the story “The Carpenter’s Apprentice.” Start with what Ben might say in response to the narrator. Use descriptive words and phrases in your story conclusion.**

**Use details from the poem and the story to write your conclusion.**

### **Narrative Writer’s Checklist**

**Be sure to:**

- Write a narrative response that develops a real or imagined experience.
- Establish a situation and introduce a narrator and/or characters.
- Organize events in a clear and logical order.
  - Use a variety of transitions to sequence the events and to indicate shifts from one time frame or setting to another.
- Use dialogue, description, and/or pacing to:
  - develop events.
  - develop characters.
- Use precise words and phrases, relevant descriptive details, and sensory language to describe the events.
- Include a conclusion.
- Use ideas and/or details from the passage(s).
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

**Now write your narrative on your answer document. Refer to the Writer’s Checklist as you write and proofread your narrative.**

***Go on to the next page to finish item 9.***



## Items 10 and 11

This section of the test assesses your skill to comprehend reading passages and use information from the passages to write an argumentative essay.

Before you begin writing your essay, you will read two passages and answer one short constructed-response question about what you have read.

As you read the passages, think about details you may use in an argumentative essay about the effects of movies and television.

**These are the titles of the passages you will read:**

1. Movies and Television: A Reflection
2. Positive Influence, Please!

## **Movies and Television: A Reflection**

Movies and television reflect society because they tell stories about our social world. People enjoy stories about that world because they connect with stories about themselves. They also enjoy stories about other people, especially if they involve cheering for people who work their way out of tough situations.

Consider a television situation comedy about a middle-class family. The parents and their three children have many bad days that could be drawn from many real-life experiences. Their exaggerated ups and downs are humorous, but together the family survives. The show reflects society by showing a world to which most people can relate.

Sometimes the characters in the story are not people. Consider a cartoon movie about a lion family. The plot seems to be based on real animals. Male lions are competing to be the head of a family group. However, these lions also have names. They talk to each other. They sing. They show human emotions. In other words, the plot is really a human drama. It reflects society by portraying true family relationships.

Sometimes writers include elements of modern society in movies and television shows that are set in the past. They believe this helps more viewers imagine being part of the story. For example, consider a movie about a pirate who is both foreign and familiar. He can sail a tall ship, but he likes to stretch rules. He appears to be from the 1700s, but he behaves much more like a modern teen. Many parts of his character are clearly drawn from the experiences of real people. The movie reflects both historical and modern society.

These three examples are similar to television shows and movies that have been very popular with their audiences. They show that the best movie and television writers draw from the experiences of real people to tell their stories. When the characters seem real, the plots imitate life and the stories reflect our society.

### **Positive Influence, Please!**

Movies and television have the power to change society. Why? Because people like to imitate each other. In fact, people are wired to imitate. Babies imitate the looks on their parents' faces. Young children learn how to talk by imitation.

Even teens and adults learn by imitation. They pick up social cues. They copy ways of speaking. They copy each other's clothes. They listen to each other's songs. They watch the latest movies and television shows. Partly they do this to explore the world in a safe way. Partly they do it to fit in with their peers. Mostly they do it by instinct, without thinking.

Millions of people watch movies and television shows. Because the characters on the screen are also people, they can prompt the audience to imitate them. They can change people's behavior. For example, in the 1970s, women all over the world copied the hairdo of an actress in a television series. Anyone whose hair could hold the famous flip wore the style. Similarly, in the 1990s, many young children learned the moves of a group of superheroes who appeared in both a television series and several full-length movies.

Just like children, teens and adults copy speech patterns from movies and television shows. This imitation of language appears to have a more lasting effect. For example, because it is shocking and adds drama, characters on some shows are disrespectful. People who mistake movie and television scripts for real life copy these characters. As a result, disrespectful language is creeping into everyday speech. The same characters behave badly toward each other. They have changed some people's ideas about how to behave in family groups.

However, all is not lost! There are situation comedies and movies that have changed society for the better. Several popular high school dramas show people from different social groups getting along and making friends. These same shows give teens good ideas about how to handle social problems and relationships.

**Item 10**

**Constructed-Response:** 2 points

Which writer **MOST** successfully develops the topic according to his/her purpose using reasoning and evidence?

Use details from **BOTH** passages to support your answer. Write your answer on the lines on your answer document.

A large rectangular box containing 18 horizontal lines for writing an answer.

### Item 11

Extended Writing-Response: 7 points

## WRITING TASK

There are many ways that television and movies reflect and influence society. Some people believe that television and movies reflect society, while other people believe that television and movies influence society.

Think about the ideas in BOTH passages, and then write an **argumentative essay** in your own words supporting either side of this debate.

Be sure to use information from BOTH passages in your **argumentative essay**.

### Writer’s Checklist

**Be sure to:**

- Introduce your claim.
- Support your claim with logical reasons and relevant evidence from the passages.
- 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 ideas and to clarify the relationships among claims, 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.

**Now write your argumentative essay on your answer document. Refer to the Writer’s Checklist as you write and proofread your essay.**

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## Items 12–19

### Item 12

**Selected-Response:** 1 point

**Which sentence uses commas correctly?**

- A. The dog, that my sister takes care of, is part German shepherd.
- B. Jordan, who I know from summer camp, wants to join the book club.
- C. To run a half marathon, I need shoes, that fit well and are comfortable.
- D. The report card, that I was expecting, arrived more than a week late.

### Item 13

**Selected-Response:** 1 point

**A student is writing a personal essay about riding in the car. Read the draft of the essay.**

<sup>1</sup>When my brother was a baby, I used to wear earplugs on car trips so that I wouldn't have to listen to him when he screeched and chattered. <sup>2</sup>Once he grew up a little bit, I could play cards or other games with him. <sup>3</sup>Now, I often use earbuds and listen to music. <sup>4</sup>This usually works fine, but sometimes my brother gets lonely. <sup>5</sup>My dad wants me to talk to them. <sup>6</sup>It isn't always easy, but I try to make an effort to join in the conversations and put my music away sometimes.

**Which change would correct an error where the pronoun and antecedent are unclear?**

- A. Change sentence 1 to "When my brother was a baby, I used to wear earplugs on car trips so that I wouldn't have to listen to my brother when he screeched and chattered."
- B. Change sentence 1 to "When he was a baby, I used to wear earplugs on car trips so that I wouldn't have to listen to my brother when he screeched and chattered."
- C. Change sentence 5 to "My dad wants me to talk to him and my brother."
- D. Change sentence 5 to "My dad and my brother want me to talk to him."

**Item 14****Drop-Down Technology-Enhanced:** 1 point

Complete the sentences by choosing the correct pronoun from each drop-down menu.

Marcus and  are neighbors, and we take the bus to school each day.  are in different classes, but we like to talk to each other at the bus stop.

- ➡ Use a mouse, touchpad, or touchscreen to click the arrow beside each of the two blank boxes. When you click the arrow, a drop-down menu will appear, showing you all the possible options for that blank. Each drop-down menu with its options is shown below.

Marcus and  are neighbors, and we take the bus to school each day.  are in different classes, but we like to talk to each other at the bus stop.

I  
me  
us

He and I  
He and me  
Him and me

### Item 15

**Drag-and-Drop Technology-Enhanced:** 2 points

Move the THREE sentences into the box that should be revised to correct convention errors.



**Sentences That Should Be Revised**

- 
- 
- 

**Last Winter, I spent every Saturday morning with my Grandma.**  
**She taught me how to make special breakfast foods, like French toast.**  
**The process begins with dipping thick, sturdy pieces of bread in batter.**  
**Next, the battered bread is put on a hot skillet which is an electric pan.**  
**The breakfast looked delicious and the kitchen smelled of vanilla and cinnamon.**

 Use a mouse, touchpad, or touchscreen to move the sentences below the box into the box beside the bullets.

**Item 16****Selected-Response:** 1 point

**What is the MOST credible source for information about safe food handling practices for restaurant workers?**

- A. a blog post about safe food handling from a former restaurant employee
- B. a note from a restaurant manager listing her top three tips for handling food safely
- C. a list of guidelines for safe food handling on a state’s health department website
- D. an article in the newspaper about illnesses that result when food is not handled safely

**Item 17****Selected-Response:** 1 point

**Read the draft of an announcement for school.**

**<sup>1</sup>Yesterday the girls’ basketball team played very well in regionals. <sup>2</sup>Last night’s game had everyone on the edge of their seats, but the Tigers pulled through with a last-minute upset over the Vikings, putting the final score at 40 to 39. <sup>3</sup>Special mention goes out to Alyssa McNamara for scoring the most points and also to Tonya Demming, whose great defense earned her the title of Tigers’ Player of the Day. <sup>4</sup>Stay tuned as the team heads to the state contest!**

**Which sentence would BEST replace sentence 1 to make the purpose of the announcement clearer?**

- A. Tryouts for the girls’ basketball team will happen in late spring.
- B. Congratulations to the girls’ basketball team for winning the regional championships!
- C. Even though the Vikings were favored to win, the Tigers beat them in a game last night.
- D. It is with great excitement that we tell you some news about the Tigers game!

### Item 18

**Drop-Down Technology-Enhanced:** 1 point

Choose the MOST precise word or phrase from each drop-down menu to complete the sentences.

Braille is  of raised dots that people who are blind can read with their fingers. This method is named after Louis Braille, who  Braille in 1824 when he was only 15 years old. He went on to publish the first Braille book when he was 20 years old.

➡ Use a mouse, touchpad, or touchscreen to click the arrow beside each of the two blank boxes. When you click the arrow, a drop-down menu will appear, showing you all the possible options for that blank. Each drop-down menu with its options is shown below.

Braille is  of raised dots that people who are blind can read with their fingers. This method is named after Louis Braille, who  Braille in 1824 when he was only 15 years old. He went on to publish the first Braille book when he was 20 years old.

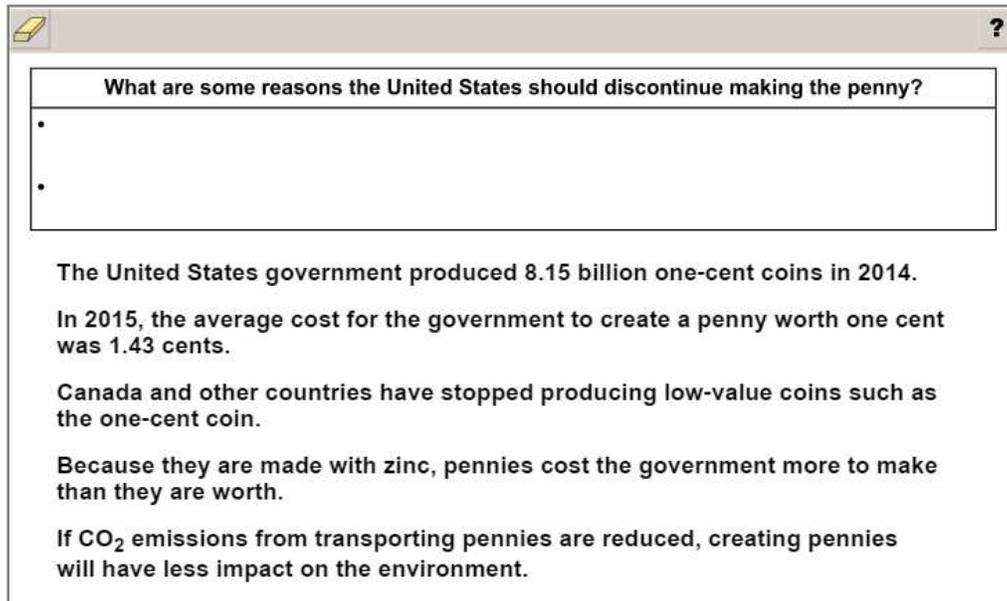
a communication system  
an arrangement with lots  
a structure of tons

Braille is  of raised dots that people who are blind can read with their fingers. This method is named after Louis Braille, who  Braille in 1824 when he was only 15 years old. He went on to publish the first Braille book when he was 20 years old.

thought of  
came up with  
invented

**Item 19****Drag-and-Drop Technology-Enhanced: 2 points**

A student is writing a report about whether the United States should continue making the penny. The student took notes from a source. Move the TWO notes into the box that are MOST relevant to the research question.



**What are some reasons the United States should discontinue making the penny?**

- 
- 

**The United States government produced 8.15 billion one-cent coins in 2014.**

**In 2015, the average cost for the government to create a penny worth one cent was 1.43 cents.**

**Canada and other countries have stopped producing low-value coins such as the one-cent coin.**

**Because they are made with zinc, pennies cost the government more to make than they are worth.**

**If CO<sub>2</sub> emissions from transporting pennies are reduced, creating pennies will have less impact on the environment.**

-  Use a mouse, touchpad, or touchscreen to move the sentences below the box into the box beside the bullets.

## ENGLISH LANGUAGE ARTS (ELA) ADDITIONAL SAMPLE ITEM KEYS

| Item | Standard/<br>Element | DOK<br>Level | Correct<br>Answer | Explanation  |
|------|----------------------|--------------|-------------------|--|
| 1    | ELAGSE6RL5           | 3            | D                 | The correct answer is choice (D) to show a contrast between how the narrator and Ben approach their carpentry work. In the story, the two characters have very different ideas about quality and doing a good job. Choice (A) is incorrect because there is not a suggestion that the two will reach an agreement. Choice (B) is incorrect because the story does not include this background information. Choice (C) is incorrect because the story does not make clear what their past experiences have been.  |
| 2    | ELAGSE6RL1           | 3            | C                 | The correct answer is choice (C) Do the work with care and consideration. Throughout the story, the carpenter constantly tries to teach Ben to value quality, such as when he explains why the materials from the lumberyard are unacceptable. Choice (A) is incorrect because it is a misinterpretation of the phrase the carpenter uses to teach Ben about quality. Choice (B) is incorrect because using the best tools is only part of the carpenter’s larger lesson about quality. Choice (D) is incorrect because nothing suggests that the carpenter expects his apprentice to know everything. |
| 3    | ELAGSE6RL9           | 3            | C                 | The correct answer is choice (C) The poem focuses on one carpenter’s relationship to a project, while the story focuses on two carpenters’ different approaches to completing a project. The poem explores the carpenter’s construction of a house, while the story briefly compares two very different approaches to work quality. Choices (A), (B), and (D) are all incorrect because they make inaccurate assertions about the poem and story’s focus points.   |
| 4    | ELAGSE6RL9           | 3            | N/A               | See scoring rubric and exemplar response on page 53.   |
| 5    | ELAGSE6L4c           | 2            | D                 | The correct answer is choice (D) duty. An <i>obligation</i> or “duty” is a responsibility that one has to fulfill. Choice (A) is incorrect because an <i>obligation</i> is not necessarily a “burden.” Choice (B) is incorrect because a “charge” does not refer to responsibilities or duties. Choice (C) is incorrect because nothing in the context of the story mentions money.  |
| 6    | ELAGSE6L4a           | 2            | D                 | The correct answer is choice (D) uses. The word <i>wields</i> refers to holding something and using it to complete a task. Choice (A) is incorrect because <i>wields</i> does not mean “displays.” Choice (B) is incorrect because nothing in the context suggests that the carpenter is maintaining something. Choice (C) is incorrect because nothing suggests that the carpenter is shaking the hammer.   |

| Item | Standard/<br>Element                  | DOK<br>Level | Correct<br>Answer | Explanation  |
|------|---------------------------------------|--------------|-------------------|--|
| 7    | ELAGSE6RL4                            | 2            | A                 | The correct answer is choice (A) The poet compares a carpenter to an artist to show that a carpenter must be creative. Choices (B) and (D) are incorrect because they involve inaccurate interpretations of the poet’s descriptive language. Choice (C) is incorrect because although the words “painted walls” are mentioned in the poem, they are not used as part of a simile.  |
| 8    | ELAGSE6RL6                            | 3            | A/B               | The correct answer choices are (A) by showing the narrator interact with Ben <b>and</b> (B) The narrator discusses tools and quality of work with Ben.<br><br>Much of the story consists of dialogue between the narrator and Ben, including discussion of tools and quality of work. This is how the narrator’s first person point of view is most clearly delineated. In Part A, options (B), (C), and (D) are incorrect because they either represent Ben’s point of view or an incorrect way of establishing point of view. In Part B, options (A), (C), and (D) could plausibly correspond to incorrect answers in A; however, they do not support the correct answer in Part A relating to dialogue. |
| 9    | ELAGSE6W3                             | 4            | N/A               | See exemplar responses beginning on page 54 and the four-point holistic rubric beginning on page 64.   |
| 10   | ELAGSE6RI8                            | 3            | N/A               | See scoring rubric and exemplar responses beginning on page 56.  |
| 11   | ELAGSE6W1,<br>ELAGSE6L1,<br>ELAGSE6L2 | 4            | N/A               | See exemplar responses on page 58 and the seven-point, two-trait rubric beginning on page 68.  |
| 12   | ELAGSE6L2a                            | 2            | B                 | The correct answer is choice (B) Jordan, who I know from summer camp, wants to join the book club. Commas are needed to set off the nonrestrictive clause, “who I know from summer camp.” Choices (A), (C), and (D) all contain restrictive clauses that do not need to be set off by commas.  |
| 13   | ELAGSE6L1d                            | 2            | C                 | The correct answer is choice (C) Change sentence 5 to “My dad wants me to talk to him and my brother.” This revision corrects the otherwise ambiguous relationship between “My dad” and “them” in sentence 5. Choice (A) is incorrect because there is no problem to be fixed; changing “him” to “my brother” makes the sentence awkward. Choice (B) is incorrect because the sentence was clearer as originally written. Choice (D) is incorrect because this change does not resolve the issue of unclear pronoun and antecedent.  |
| 14   | ELAGSE6L1a                            | 2            | N/A               | See scoring rubric and exemplar response on page 59.   |
| 15   | ELAGSE6L2                             | 2            | N/A               | See scoring rubric and exemplar response on page 60.   |

| Item | Standard/<br>Element | DOK<br>Level | Correct<br>Answer | Explanation   |
|------|----------------------|--------------|-------------------|---|
| 16   | ELAGSE6W8            | 2            | C                 | The correct answer is choice (C) a list of guidelines for safe food handling on a state's health department website. This is correct because it is an official website of a government agency and the most likely source to be complete and factual in its presentation. Choices (A) and (B) are incorrect because there is no surety of accurate information in such personal formats. Choice (D) is incorrect because an article about food-borne illnesses will not necessarily give information about safe food handling. |
| 17   | ELAGSE6W4            | 3            | B                 | The correct answer is choice (B) Congratulations to the girls' basketball team for winning the regional championships! This choice is the best match for the tone, purpose, and audience of a congratulatory announcement. Choice (A) is incorrect because the information is irrelevant. Choice (C) is incorrect because it does not get at the overall purpose of relaying the significance of the win. Choice (D) is incorrect because it is too vague for the purpose.  |
| 18   | ELAGSE6W2d           | 3            | N/A               | See scoring rubric and exemplar response on page 61.  |
| 19   | ELAGSE6W8            | 2            | N/A               | See scoring rubric and exemplar response on page 62.  |

## ENGLISH LANGUAGE ARTS (ELA) EXAMPLE SCORING RUBRICS AND EXEMPLAR RESPONSES

### Item 4

#### Scoring Rubric

| Points | Description  |
|--------|--|
| 2      | The student correctly fills in both rows (order within the second column does matter and is dependent on the first column).  |
| 1      | The student correctly fills in one row or the first column (order within the second column does matter and is dependent on the first column).                                |
| 0      | The student correctly fills in the second column or does not correctly fill in either row (order within the second column does matter and is dependent on the first column). |

#### Exemplar Response

The correct response is shown below.

| Descriptions of a Carpenter   | Details that Support the Descriptions  |
|---|--|
| A carpenter is concerned with doing quality work.   | "We need to do this right, Ben."   |
| A carpenter is able to turn a dream into a reality.   | He converts the lines and numbers / Into lengths of measured wood.   |
| <p>Possible Descriptions of a Carpenter</p> <p>A carpenter enjoys interacting with others.</p> <p>A carpenter usually completes projects quickly.</p> | <p>Details</p> <p>Like an athlete he climbs and balances. / Lifting, fastening bulky beams,</p> <p>"Good tools are expensive," I had told him, . . .</p> |

Regarding the first row, these responses are correct because the story conveys through the narrator the idea that a carpenter should be concerned with doing quality work, using quality materials and well-made tools to build a home. Therefore, " 'We need to do this right, Ben.' " is a detail that supports this description. Regarding the second row, these responses are correct because the poem states that a carpenter makes a "dream come true" by building a home in a way that focuses on specific details that will make the structure special. "He converts the lines and numbers / Into lengths of measured wood." is a detail showing how the carpenter is able to translate a theoretical model into the reality of a home for people. NOTE: The order of the responses in the second column is dependent on the order that the responses are placed in the first column.

**Item 9**

To view the four-point holistic rubric for a text-based narrative response, see pages 64 and 65.

**Exemplar Response**

| <b>Points Awarded</b> | <b>Sample Response</b>  |
|-----------------------|---|
| 4                     | <p>Ben thought about what I had said and then admitted that building a house was more than just putting a bunch of wood together. He said, “You’re right. I would want to live in a home, one that is built with skill and vision. One that is a carpenter’s dream come true. There’s more to this job than just nails and wood.”</p> <p>I nodded in agreement. “There really is. We convert lines and numbers from the blueprint, but we do more than that.”</p> <p>Ben went on: “We are like artists, really. We are sculpting a house, not just building it. We add walls, windows, floors, and doors, and we do it with care. I want to make a house that makes people happy. I promise to do better from now on.”</p> <p>I knew that Ben meant it. There was a gleam in his eyes that showed he believed what he said. “Shall we get to it, then?” I asked.</p> <p>“Absolutely,” Ben replied. He picked up his hammer as if it were the paintbrush of an artist or the chisel of a sculptor.</p> |
| 3                     | <p>Ben admitted that building a house was more than just buying supplies and putting them together. He said, “Now that I think about it, I would want to live in a high-quality home. The materials we choose do matter.”</p> <p>I smiled because I was so relieved. Ben was finally starting to realize what I had been trying to teach him all along.</p> <p>I nodded. “There really is. We convert lines and numbers from the blueprint, but we do more than that.”</p> <p>Ben went on: “We are like artists sculpting a house. We don’t just build it. I want to make a house that makes people happy.”</p> <p>I knew that Ben meant it. “Shall we get to it, then?” I asked.</p> <p>“Absolutely,” Ben replied.</p>   |
| 2                     | <p>Ben thought about what I had said. Then he said that building a house was more than putting wood together. He said he would want to live in a home that’s a carpenter’s dream.</p> <p>I said, “We take lines and numbers and make it into a home.”</p> <p>Ben said, “I want to make a house that makes people happy.”</p>  |

**Go on to the next page to finish item 9.**

**Item 9****Exemplar Response  
(continued)**

| <b>Points Awarded</b> | <b>Sample Response</b>  |
|-----------------------|---|
| 1                     | <p>Ben said that building a house was more than putting wood together. He said he would want to live in a home that's a carpenter's dream.</p> <p>I said we make houses into homes.</p> <p>Ben said he wants to make a house that makes people happy.</p> |
| 0                     | <p>Ben said he wanted to be an artist with wood.</p>  |

**Item 10****Scoring Rubric**

| Points | Description  |
|--------|--|
| 2      | <p>The response achieves the following:</p> <ul style="list-style-type: none"><li>• Gives sufficient evidence of the ability to evaluate the arguments and specific claims in two texts, distinguishing claims that are supported by reasons and evidence from claims that are not</li><li>• Includes specific examples/details that make clear reference to the texts</li><li>• Adequately explains the arguments and claims in two texts and the assessment of evidence with clearly relevant information based on the texts</li></ul> |
| 1      | <p>The response achieves the following:</p> <ul style="list-style-type: none"><li>• Gives limited evidence of the ability to evaluate the arguments and specific claims in two texts, distinguishing claims that are supported by reasons and evidence from claims that are not</li><li>• Includes vague/limited examples/details that make reference to the texts</li><li>• Explains the arguments and claims in two texts and the assessment of evidence with vague/limited information based on the texts</li></ul>                   |
| 0      | <p>The response achieves the following:</p> <ul style="list-style-type: none"><li>• Gives no evidence of the ability to evaluate the arguments and specific claims in two texts, distinguishing claims that are supported by reasons and evidence from claims that are not</li></ul>   |

***Go on to the next page to finish item 10.***

## Item 10

## Exemplar Response

| Points Awarded | Sample Response   |
|----------------|---|
| 2              | <p>The author of “Movies and Television: A Reflection” more successfully develops the topic of movies and television reflecting society. The author of this passage gives three concrete examples to support his or her claim that movies and TV reflect society. First, the author gives an example of a situation comedy that draws from “real-life experiences” and how most people who are watching can relate to it. Then, the author gives the example of animated cartoons about animals and how they reflect society. The author says the animals display human emotions and interact like humans. Finally, the author gives the example of modern movies that are set in the past but have characters that are more similar to people in modern times. The other author of “Positive Influence, Please!” does not develop the topic of how movies change society as successfully as the first author. This author does state some examples, such as claiming that “teens and adults copy speech patterns from movies and television.” But the author doesn’t support that claim with specific evidence. Instead, the author of “Positive Influence, Please!” seems to try to support his or her own claims by stating opinions and examples that aren’t very clear. For these reasons, the author of “Movies and Television: A Reflection” more successfully develops his or her claim using reasoning and evidence.</p> |
| 1              | <p>I think the author of the first passage did a better job because his or her point of view was much clearer and easier to understand. That author stayed focused on the idea that movies and TV shows reflect society. The author gave many examples why. The author of the second passage seemed to not be sure whether imitating things in movies or on TV is a good idea because he or she explains that some imitation can lead to disrespectful behavior and some can lead to good behavior.</p>   |
| 0              | <p>I think that movies and TV shows do reflect society.</p>   |

## Item 11

**The following are examples of seven-point responses. See the seven-point, two-trait rubric for a text-based argumentative response on pages 68 and 69 to see why these examples would earn the maximum number of points.**

*People enjoy telling stories and hearing stories about people and places in our world. Since movies and television shows tell stories as a form of entertainment or education, it is difficult to determine if they influence us or just reflect how we are in our society. The author of the first passage, "Movies and Television: A Reflection," makes the case that these stories mirror the way people are. These stories are told in different ways, using real people, animation, or animals as characters. However, the feelings and reactions described reflect feelings we all have as human beings. We may be influenced by a dramatic plot, but that will not change who we are and how we live our lives.*

*The author of the second passage, "Positive Influence, Please!," implies that people are heavily influenced by what they hear and see in movies and on television shows. The author suggests that people change their language and behavior after viewing dramatic shows. The author says that people, because of the way they learn, imitate everything they hear and see. That assumption does not give individuals credit for having their own views and values. People may rethink their worldviews based on new information, but they make a conscious decision to change.*

*In all cultures, sharing stories with others is the way these societies maintain their heritage and sense of self. Therefore, it seems more reasonable to say that movies and television reflect society than to say that they influence it.*

OR

*It is true that television and movies influence society, as the author of the second passage, "Positive Influence, Please!," claims. We see examples of how television and movies affect people's behaviors and choices almost every day.*

*First, the author of the second passage states that "people like to imitate each other." This applies to the people in television and movies as well. One solid example this author provides is that in the 1970s women around the world imitated a television actress by copying her exact hairdo. If it weren't for this actress on television, it seems really unlikely that so many women would have this exact unique hairdo. This is a powerful example of how people make choices based on imitation of television or movies.*

*It may be true that in some ways television shows and movies reflect society. The author of "Movies and Television: A Reflection" supports this when he or she says that parts of television or movies are clearly "drawn from the experiences of real people." Actually, I think it would be very difficult to measure whether behavior on television or in a movie was based on a real person. How can we truly know if the story being shown on a screen has been copied from someone in real life or if it was the other way around? For these reasons, I think the author of the second passage makes a much stronger argument.*

*"Positive Influence, Please!" is right about television and movies influencing society, and I also agree that movies and television can be a great source for "good ideas." Some television shows or movies might help people, and maybe even teach us how to get along and make friends, as the second author states. I hope the writers of television shows and movies continue to send positive messages that influence people in a healthy way.*

**Item 14****Scoring Rubric**

| Points | Description  |
|--------|--|
| 1      | The student correctly selects both drop-down menu options.         |
| 0      | The student does not correctly select both drop-down menu options. |

**Exemplar Response**

The correct response is shown below.

Marcus and  are neighbors, and we take the bus to school each day.  are in different classes, but we like to talk to each other at the bus stop.

In the first drop-down menu, the correct response is “I” because “I” is used as a subject pronoun. In the second drop-down menu, the correct response is “He and I” because both are being used as subject pronouns.

## Item 15

## Scoring Rubric

| Points | Description  |
|--------|--|
| 2      | The student correctly fills in all three bullets (order within the box does not matter). |
| 1      | The student correctly fills in two bullets (order within the box does not matter).       |
| 0      | The student does not correctly fill in at least two bullets.                             |

## Exemplar Response

The correct response is shown below.


?

**Sentences That Should Be Revised**

- **Last Winter, I spent every Saturday morning with my Grandma.**
- **Next, the battered bread is put on a hot skillet which is an electric pan.**
- **The breakfast looked delicious and the kitchen smelled of vanilla and cinnamon.**

**She taught me how to make special breakfast foods, like French toast.**

**The process begins with dipping thick, sturdy pieces of bread in batter.**

“Last Winter, I spent every Saturday morning with my Grandma.” should be moved into the box because it contains capitalization errors. “Winter” and “Grandma” should not be capitalized. Seasons are not capitalized, and in this sentence, “grandma” is a common noun, not a name. “Next, the battered bread is put on a hot skillet which is an electric pan.” should be moved into the box because it contains a punctuation error. There should be a comma after “skillet” because a nonrestrictive phrase that begins with “which” should be preceded by a comma. “The breakfast looked delicious and the kitchen smelled of vanilla and cinnamon.” should be moved into the box because it contains a spelling error (“delicious,” not “delicous”) and it contains a punctuation error (it is a compound sentence, and thus a comma is required before “and”).

**Item 18****Scoring Rubric**

| Points | Description  |
|--------|--|
| 1      | The student correctly selects both drop-down menu options.         |
| 0      | The student does not correctly select both drop-down menu options. |

**Exemplar Response**

The correct response is shown below.

Braille is  of raised dots that people who are blind can read with their fingers. This method is named after Louis Braille, who  Braille in 1824 when he was only 15 years old. He went on to publish the first Braille book when he was 20 years old.

In the first drop-down menu, the correct response is “a communication system.” This is the correct response because it provides the most specific description of Braille. In contrast, the phrases “an arrangement with lots” and “a structure of tons” are too generic to effectively communicate what Braille is. In the second drop-down menu, the correct response is “invented.” This is the correct response because “invented” is the most specific verb that describes what Louis Braille did and also avoids wordiness.

## Item 19

## Scoring Rubric

| Points | Description   |
|--------|---|
| 2      | The student correctly fills in both bullets (order within the box does not matter). |
| 1      | The student correctly fills in one bullet (order within the box does not matter).   |
| 0      | The student does not correctly fill in either bullet.                               |

## Exemplar Response

The correct response is shown below.

**What are some reasons the United States should discontinue making the penny?**

- In 2015, the average cost for the government to create a penny worth one cent was 1.43 cents.
- Because they are made with zinc, pennies cost the government more to make than they are worth.

The United States government produced 8.15 billion one-cent coins in 2014.

Canada and other countries have stopped producing low-value coins such as the one-cent coin.

If CO<sub>2</sub> emissions from transporting pennies are reduced, creating pennies will have less impact on the environment.

The correct responses are “In 2015, the average cost for the government to create a penny worth one cent was 1.43 cents,” and “Because they are made with zinc, pennies cost the government more to make than they are worth.” These responses are correct because they provide reasons that would support the argument that penny production should be discontinued. Additionally, both responses relate to the same factor (economics) without focusing on other high-level details (quantity of pennies, global one-cent usage, or environmental sustainability). NOTE: The response order does not affect scoring.

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## ENGLISH LANGUAGE ARTS (ELA) WRITING RUBRICS

Grade 6 items that are not machine-scored—i.e., constructed-response, extended constructed-response, and extended writing-response items—are manually scored using either a holistic rubric or a two-trait rubric.

### Four-Point Holistic Rubric

#### Genre: Narrative

A holistic rubric essentially has one main trait. On the Georgia Milestones EOG assessment, a holistic rubric contains a single point scale ranging from zero to four. Each point value represents a qualitative description of the student’s work. To score an item on a holistic rubric, a scorer or reader need only choose the criteria 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, is an analytic rubric with two traits. On the Georgia Milestones EOG assessment, a two-trait rubric contains two point scales, one for each trait, ranging from zero to four on one scale (ideas) and zero to three on the other (conventions). 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 or reader must choose the criteria 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 Grade 6 English Language Arts (ELA) EOG assessment.

## Four-Point Holistic Rubric

### Genre: Narrative

| Writing Trait   | Points | Criteria  |
|---|--------|---|
| <p><i>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.</i></p> | 4      | <p><i>The student's response is a well-developed narrative that fully develops a real or imagined experience based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Effectively establishes a situation and introduces a narrator and/or characters</li> <li>• Organizes an event sequence that unfolds naturally</li> <li>• Effectively uses narrative techniques, such as dialogue, description, and pacing, to develop rich, interesting experiences, events, and/or characters</li> <li>• Uses a variety of words and phrases consistently to convey the sequence of events and signal shifts from one time frame or setting to another</li> <li>• Uses precise words, phrases, and sensory language consistently to convey experiences and events</li> <li>• Provides a conclusion that follows from the narrated experiences or events</li> <li>• Integrates ideas and details from source material effectively</li> <li>• Has very few or no errors in usage and/or conventions that interfere with meaning*</li> </ul> |
|   | 3      | <p><i>The student's response is a complete narrative that develops a real or imagined experience based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Establishes a situation and introduces one or more characters</li> <li>• Organizes events in a clear, logical order</li> <li>• Uses narrative techniques, such as dialogue, description, and pacing, to develop experiences, events, and/or characters</li> <li>• Uses words and/or phrases to indicate sequence of events and signal shifts from one time frame or setting to another</li> <li>• Uses words, phrases, and details to convey experiences and events</li> <li>• Provides an appropriate conclusion</li> <li>• Integrates some ideas and/or details from source material</li> <li>• Has a few minor errors in usage and/or conventions that interfere with meaning*</li> </ul>   |

## Four-Point Holistic Rubric

### Genre: Narrative (continued)

| Writing Trait   | Points | Criteria   |
|---|--------|--|
| <p><i>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.</i></p> | 2      | <p><i>The student's response is an incomplete or oversimplified narrative based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Introduces a vague situation and at least one character</li> <li>• Organizes events in a sequence but with some gaps or ambiguity</li> <li>• Attempts to use a narrative technique, such as dialogue, description, and pacing, to develop experiences, events, and/or characters</li> <li>• Uses occasional signal words inconsistently to indicate sequence of events and signal shifts from one time frame or setting to another</li> <li>• Uses some words or phrases inconsistently to convey experiences and events</li> <li>• Provides a weak or ambiguous conclusion</li> <li>• Attempts to integrate ideas or details from source material</li> <li>• Has frequent errors in usage and conventions that sometimes interfere with meaning*</li> </ul>                   |
|   | 1      | <p><i>The student's response provides evidence of an attempt to write a narrative based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Response is a summary of the story</li> <li>• Provides a weak or minimal introduction of a situation or a character</li> <li>• May be too brief to demonstrate a complete sequence of events</li> <li>• Shows little or no attempt to use dialogue, description, and pacing to develop experiences, events, and/or characters</li> <li>• Uses words that are inappropriate, overly simple, or unclear</li> <li>• Provides few, if any, words that convey experiences, or events, or signal shifts from one time frame or setting to another</li> <li>• Provides a minimal or no conclusion</li> <li>• May use few, if any, ideas or details from source material</li> <li>• Has frequent major errors in usage and conventions that interfere with meaning*</li> </ul> |
|   | 0      | <p><i>The student will receive a condition code for various reasons:</i></p> <ul style="list-style-type: none"> <li>• Blank</li> <li>• Copied</li> <li>• Too Limited to Score/Illegible/Incomprehensible</li> <li>• Non-English/Foreign Language</li> <li>• Off Topic/Off Task/Offensive</li> </ul>  |

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

## Seven-Point, Two-Trait Rubric

### Trait 1 for Informational/Explanatory Genre

| Writing Trait   | Points | Criteria  |
|---|--------|---|
| <p><b>Idea Development, Organization, and Coherence</b></p> <p><i>This trait examines the writer's ability to effectively establish a controlling idea, support the idea with evidence from the text(s) read, and elaborate on the idea 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 (from the text[s] read) in order to create cohesion for an informative/explanatory essay.</i></p> | 4      | <p><i>The student's response is a well-developed informative/explanatory text that examines a topic in depth and conveys ideas and information clearly based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Effectively introduces a topic</li> <li>• Effectively develops a topic with multiple, relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic</li> <li>• Effectively organizes ideas, concepts, and information using various strategies such as definition, classification, comparison/contrast, and cause/effect</li> <li>• Effectively uses transitions to connect and clarify relationships among ideas</li> <li>• Uses precise language and domain-specific vocabulary to effectively inform and explain about the topic</li> <li>• Establishes and maintains a formal style</li> <li>• Provides a strong concluding statement or section that follows from the information or explanation presented</li> </ul> |
|   | 3      | <p><i>The student's response is a complete informative/explanatory text that examines a topic and presents information clearly based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Introduces a topic</li> <li>• Develops a topic with a few facts, definitions, concrete details, quotations, or other information and examples</li> <li>• Generally organizes ideas, concepts, and information</li> <li>• Uses some transitions to connect and clarify relationships among ideas, but relationships may not always be clear</li> <li>• Uses some precise language and domain-specific vocabulary to inform and explain about the topic</li> <li>• Maintains a formal style, for the most part</li> <li>• Provides a concluding statement or section</li> </ul>  |
|   | 2      | <p><i>The student's response is an incomplete or oversimplified informative/explanatory text that cursorily examines a topic based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Attempts to introduce a topic</li> <li>• Attempts to develop a topic with too few details</li> <li>• Ineffectively organizes ideas, concepts, and information</li> <li>• Uses few transitions to connect and clarify relationships among ideas</li> <li>• Uses limited language and vocabulary that does not inform or explain the topic</li> <li>• Uses a formal style inconsistently or uses an informal style</li> <li>• Provides a weak concluding statement or section</li> </ul>   |
|   | 1      | <p><i>The student's response is a weak attempt to write an informative/explanatory text that examines a topic based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• May not introduce a topic or topic is unclear</li> <li>• May not develop a topic</li> <li>• May be too brief to group any related ideas together</li> <li>• May not use any linking words to connect ideas</li> <li>• Uses vague, ambiguous, or repetitive language</li> <li>• Uses a very informal style</li> <li>• Provides a minimal or no concluding statement or section</li> </ul>  |
|   | 0      | <p><i>The student will receive a condition code for various reasons:</i></p> <ul style="list-style-type: none"> <li>• Blank</li> <li>• Copied</li> <li>• Too Limited to Score/Illegible/Incomprehensible</li> <li>• Non-English/Foreign Language</li> <li>• Off Topic/Off Task/Offensive</li> </ul>   |

## Seven-Point, Two-Trait Rubric

### Trait 2 for Informational/Explanatory Genre

| Writing Trait  | Points | Criteria  |
|--|--------|---|
| <b>Language Usage and Conventions</b><br><br><i>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.</i> | 3      | <i>The student's response demonstrates full command of language usage and conventions.</i> <ul style="list-style-type: none"> <li>• Effectively varies sentence patterns for meaning, reader/listener interest, and style</li> <li>• Shows command of language and conventions when writing</li> <li>• Any errors in usage and conventions do not interfere with meaning*</li> </ul>                  |
|  | 2      | <i>The student's response demonstrates partial command of language usage and conventions.</i> <ul style="list-style-type: none"> <li>• Varies some sentence patterns for meaning, reader/listener interest, and style</li> <li>• Shows some knowledge of language and conventions when writing</li> <li>• Has minor errors in usage and conventions with no significant effect on meaning*</li> </ul> |
|  | 1      | <i>The student's response demonstrates weak command of language usage and conventions.</i> <ul style="list-style-type: none"> <li>• Has fragments, run-ons, and/or other sentence structure errors</li> <li>• Shows little knowledge of language and conventions when writing</li> <li>• Has frequent errors in usage and conventions that interfere with meaning*</li> </ul>                         |
|  | 0      | <i>The student will receive a condition code for various reasons:</i> <ul style="list-style-type: none"> <li>• Blank</li> <li>• Copied</li> <li>• Too Limited to Score/Illegible/Incomprehensible</li> <li>• Non-English/Foreign Language</li> <li>• Off Topic/Off Task/Offensive</li> </ul>  |

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

## Seven-Point, Two-Trait Rubric

### Trait 1 for Argumentative Genre

| Writing Trait   | Points | Criteria  |
|---|--------|---|
| <p><b>Idea Development, Organization, and Coherence</b></p> <p><i>This trait examines the writer's ability to effectively establish a claim, 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.</i></p> | 4      | <p><i>The student's response is a well-developed argument that effectively relates and supports claims with clear reasons and relevant text-based evidence.</i></p> <ul style="list-style-type: none"> <li>• Effectively introduces claim(s)</li> <li>• Organizes supporting reasons and evidence clearly</li> <li>• Supports claim(s) with clear reasons and relevant evidence using specific, well-chosen facts, details, or other information from credible sources and demonstrating a good understanding of the topic or texts</li> <li>• Uses words, phrases, or clauses effectively to connect ideas and clarify relationships among claim(s) and reasons</li> <li>• Establishes and maintains formal style that is appropriate for the task, purpose, and audience</li> <li>• Provides a strong concluding statement or section that logically follows from the argument presented</li> </ul> |
|   | 3      | <p><i>The student's response is a complete argument that relates and supports claims with some text-based evidence.</i></p> <ul style="list-style-type: none"> <li>• Introduces claim(s)</li> <li>• Organizes supporting reasons and evidence</li> <li>• Supports claim(s) with reasons and evidence using some facts, details, or other information from generally credible sources</li> <li>• Uses words, phrases, or clauses to connect ideas and link claim(s) and reasons</li> <li>• Uses formal style fairly consistently for the task, purpose, and audience</li> <li>• Provides a concluding statement or section that follows from the argument presented</li> </ul>   |
|   | 2      | <p><i>The student's response is an incomplete or oversimplified argument that partially supports claims with loosely related text-based evidence.</i></p> <ul style="list-style-type: none"> <li>• Attempts to introduce claim(s)</li> <li>• Attempts to organize supporting reasons and evidence</li> <li>• Attempts to support claim(s) with facts, reasons, and other evidence sometimes, but logic and relevancy are often unclear</li> <li>• Uses few words, phrases, or clauses to connect ideas and link claim(s) and reasons; connections are not always clear</li> <li>• Uses formal style inconsistently or uses informal style that does not fit task, purpose, or audience</li> <li>• Provides a weak concluding statement or section that may not follow the argument presented</li> </ul>   |
|   | 1      | <p><i>The student's response is a weak attempt to write an argument and does not support claims with adequate text-based evidence.</i></p> <ul style="list-style-type: none"> <li>• May not introduce claim(s)</li> <li>• May be too brief to demonstrate an organizational structure, or no structure is evident</li> <li>• May not support claim(s)</li> <li>• Uses minimal or no words, phrases, or clauses to connect ideas</li> <li>• Uses very informal style that is not appropriate for task, purpose, or audience</li> <li>• Provides a minimal or no concluding statement or section</li> </ul>   |
|   | 0      | <p><i>The student will receive a condition code for various reasons:</i></p> <ul style="list-style-type: none"> <li>• Blank</li> <li>• Copied</li> <li>• Too Limited to Score/Illegible/Incomprehensible</li> <li>• Non-English/Foreign Language</li> <li>• Off Topic/Off Task/Offensive</li> </ul>   |

## Seven-Point, Two-Trait Rubric

### Trait 2 for Argumentative Genre

| Writing Trait  | Points | Criteria  |
|--|--------|---|
| <b>Language Usage and Conventions</b><br><br><i>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.</i> | 3      | <i>The student's response demonstrates full command of language usage and conventions.</i> <ul style="list-style-type: none"> <li>• Effectively varies sentence patterns for meaning, reader/listener interest, and style</li> <li>• Shows command of language and conventions when writing</li> <li>• Any errors in usage and conventions do not interfere with meaning*</li> </ul>                  |
|  | 2      | <i>The student's response demonstrates partial command of language usage and conventions.</i> <ul style="list-style-type: none"> <li>• Varies some sentence patterns for meaning, reader/listener interest, and style</li> <li>• Shows some knowledge of language and conventions when writing</li> <li>• Has minor errors in usage and conventions with no significant effect on meaning*</li> </ul> |
|  | 1      | <i>The student's response demonstrates weak command of language usage and conventions.</i> <ul style="list-style-type: none"> <li>• Has fragments, run-ons, and/or other sentence structure errors</li> <li>• Shows little knowledge of language and conventions when writing</li> <li>• Has frequent errors in usage and conventions that interfere with meaning*</li> </ul>                         |
|  | 0      | <i>The student will receive a condition code for various reasons:</i> <ul style="list-style-type: none"> <li>• Blank</li> <li>• Copied</li> <li>• Too Limited to Score/Illegible/Incomprehensible</li> <li>• Non-English/Foreign Language</li> <li>• Off Topic/Off Task/Offensive</li> </ul>  |

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

# MATHEMATICS

## DESCRIPTION OF TEST FORMAT AND ORGANIZATION

The Georgia Milestones Mathematics EOG assessment is primarily a criterion-referenced test, designed to provide information about how well a student has mastered the grade-level state-adopted content standards in Mathematics. The assessment consists of both operational items and field test items (newly written items that are being tried out and do not contribute to the student’s score). Each student will receive one of four Achievement Level designations, depending on how well the student has mastered the content standards. The four Achievement Level designations are Beginning Learner, Developing Learner, Proficient Learner, and Distinguished Learner. In addition to criterion-referenced information, the Georgia Milestones measures will also produce an estimate of how Georgia students are achieving relative to their peers nationally. The norm-referenced information provided is supplementary to the criterion-referenced Achievement Level designation and will not be utilized in any manner other than to serve as a barometer of national comparison. Only the criterion-referenced scores and Achievement Level designations will be utilized in the accountability metrics associated with the assessment program (such as student growth measures, educator-effectiveness measures, or the CCRPI).

The table on the following page outlines the number and types of items included on the Grade 6 Mathematics EOG assessment.

### Grade 6 Mathematics EOG Assessment Design

| Description   | Number of Items | Number of Points |
|---|-----------------|------------------|
| 1-point Selected-Response and Technology-Enhanced Items <sup>1, 2</sup> | 42              | 42               |
| 2-point Technology-Enhanced Items <sup>1</sup>                          | 8               | 16               |
| Field Test Items <sup>3</sup>   | 5               | 0                |
| <b>Total<sup>4</sup></b>  | <b>55</b>       | <b>58</b>        |

<sup>1</sup> **Technology-Enhanced:** Possible variants of the technology-enhanced item types used for Mathematics include multiple-part selected-response, multiple-select, drag-and-drop, drop-down, graphing, and keypad-input.

<sup>2</sup> **1-point Selected-Response and Technology-Enhanced Items:** The ratio of selected-response to technology-enhanced items may vary. The target range of 1-point technology-enhanced items is 0 to 5.

<sup>3</sup> **Field Test Items:** Field test items may include 1-point selected-response, 1-point technology-enhanced, and 2-point technology-enhanced items.

<sup>4</sup> **Total:** Of the total 55 items, 50 contribute to the student's Mathematics score.

The test will be given in two sections. Section 1 is divided into two parts. Students may have up to 65 minutes per section to complete Sections 1 and 2. The total estimated testing time for the Grade 6 Mathematics EOG assessment ranges from approximately 60 to 130 minutes. Total testing time describes the amount of time students have to complete the assessment. It does not take into account the time required for the test examiner to complete pre-administration and post-administration activities (such as reading the standardized directions to students). Sections 1 and 2 must be scheduled such that both will be completed in a single day or over the course of two consecutive days (one section each day) and should be completed within the same week following the district's testing protocols for the EOG measures (in keeping with state guidance).

During the Mathematics EOG assessment, a formula sheet will be available for students to use. There is an example of the formula sheet in the Mathematics Additional Sample Items section of this guide. Another feature of the Grade 6 Mathematics EOG assessment is that students may use a basic function calculator in Part B of Section 1 and in all of Section 2.

## CONTENT MEASURED

The Grade 6 Mathematics assessment will measure the Grade 6 standards that are described at [www.georgiastandards.org](http://www.georgiastandards.org).

The content of the assessment is organized into five groupings, or domains, of standards for the purposes of providing feedback on student performance. A content domain is a reporting category that *broadly* describes and defines the content of the course, as measured by the EOG assessment. The standards for Grade 6 Mathematics are grouped into five domains: Ratios and Proportional Relationships, The Number System, Expressions and Equations, Geometry, and Statistics and Probability. Each domain was created by organizing standards that share similar content characteristics. The content standards describe the level of expertise that Grade 6 Mathematics educators should strive to develop in their students. Educators should refer to the content standards for a full understanding of the knowledge, concepts, and skills subject to be assessed on the EOG assessment.

The approximate proportional number of points associated with each domain is shown in the following table. A range of cognitive levels will be represented on the Grade 6 Mathematics EOG assessment. Educators should always use the content standards when planning instruction.

## GRADE 6 MATHEMATICS: DOMAIN STRUCTURES AND CONTENT WEIGHTS

### Reporting Categories and Content Standards

| Reporting Category/Domain                    | Content Standards Assessed                                       | Approximate # of Points | Approximate % of Test |
|--|--|-------------------------|-----------------------|
| <b>Ratios and Proportional Relationships</b> | MGSE6.RP<br>(1, 2, 3, 3a, 3b, 3c, 3d)                            | 7                       | 12%                   |
| <b>The Number System</b>                     | MGSE6.NS<br>(1, 2, 3, 4, 5, 6, 6a, 6b, 6c, 7, 7a, 7b, 7c, 7d, 8) | 17                      | 30%                   |
| <b>Expressions and Equations</b>             | MGSE6.EE<br>(1, 2, 2a, 2b, 2c, 3, 4, 5, 6, 7, 8, 9)              | 13                      | 23%                   |
| <b>Geometry</b>                              | MGSE6.G<br>(1, 2, 3, 4)  | 11                      | 18%                   |
| <b>Statistics and Probability</b>            | MGSE6.SP<br>(1, 2, 3, 4, 5)                                      | 10                      | 17%                   |
| <b>Total</b>                                 |  | <b>58</b>               | <b>100%</b>           |

The Standards for Mathematical Practice (1–8) will be embedded within items aligned to the mathematical content standards.

## ITEM TYPES

The Mathematics portion of the Grade 6 EOG assessment consists of selected-response and technology-enhanced items.

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

A technology-enhanced item is an innovative way to measure student skills and knowledge by using scaffolding within a multi-step process. Technology-enhanced items are worth one or two points. If the item is worth two points, partial credit is awarded for special combinations of responses that do not include all the correct answers. For Mathematics, there are a number of specific technology-enhanced item types being used:

- In multi-select items, the student is asked to pick two or three correct responses from five or six answer options.
- In multi-part items, the student responds to a question, statement, or prompt that has two or more parts.
- In drag-and-drop items, the student uses a mouse, touchpad, or touchscreen to move responses to designated areas on the screen.
- In drop-down menu items, the student uses a mouse, touchpad, or touchscreen to open a drop-down menu and select an option from the menu. A drop-down menu item may have multiple drop-down menus.
- In keypad-input items, the student uses the physical keyboard or the pop-up keyboard on a touchscreen to type a number, expression, or equation into an answer box.
- In coordinate-graph items, the student uses a mouse, touchpad, or touchscreen to draw lines and/or plot points on a coordinate grid on the screen.
- In line-plot items, the student uses a mouse, touchpad, or touchscreen to place Xs above a number line to create a line plot.
- In bar-graph items, the student uses a mouse, touchpad, or touchscreen to select the height of each bar to create a bar graph.
- In number-line items, the student uses a mouse, touchpad, or touchscreen to plot a point and/or represent inequalities.
- Since some technology-enhanced items in this guide were designed to be used only in an online, interactive-delivery format, some of the item-level directions will not appear to be applicable when working within the format presented in this document (for example, "Move the clocks into the graph" or "Create a scatter plot").
- This icon  identifies special directions that will help the student answer technology-enhanced items as shown in the format presented within this guide. These directions do not appear in the online version of the test but explain information about how the item works that would be easily identifiable if the student were completing the item in an online environment.

To give students practice using technology-enhanced items in an online environment very similar to how they will appear on the online test, visit “Experience Online Testing Georgia.”

1. Go to the website “Welcome to Experience Online Testing Georgia” (<http://gaexperienceonline.com/>).
2. Select “Test Practice.”
3. On the right side of the page, you will see “End-of-Grade (EOG) Spring Main.” Select “Online Tools Training” which appears underneath it.
4. Select “EOG Test Practice.”
5. Select “Technology Enhanced Items.”
6. Select “All Grades.”
7. You will be taken to a login screen. Use the username and password provided on the screen to log in and practice navigating technology-enhanced items online.

Please note that Google Chrome is the only supported browser for this public version of the online testing environment.

## MATHEMATICS DEPTH OF KNOWLEDGE EXAMPLE ITEMS

Example items that represent the applicable DOK levels across various Grade 6 Mathematics content domains are provided.

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

### Example Item 1

**Selected-Response:** 1 point

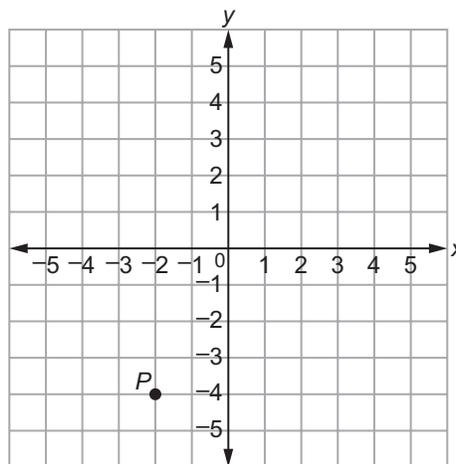
**DOK Level:** 1

**Mathematics Grade 6 Content Domain:** The Number System

**Standard:** MGSE6.NS.6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.

- c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.

Look at point  $P$  on the coordinate grid.



What are the coordinates of point  $P$ ?

- A. (2, 4)
- B. (4, 2)
- C. (-2, -4)
- D. (-4, -2)

**Correct Answer:** C

**Explanation of Correct Answer:** The correct answer is choice (C)  $(-2, -4)$ . Point  $P$  is located 2 units to the left of the origin, which gives a value of  $-2$  for  $x$ , and 4 units down, which gives a value of  $-4$  for  $y$ . Choice (A) is incorrect because the signs of the numbers are ignored. Choice (B) is incorrect because the coordinates are interchanged and the signs are ignored. Choice (D) is incorrect because the coordinates are interchanged.

## Example Item 2

**Selected-Response:** 1 point

**DOK Level:** 2

**Mathematics Grade 6 Content Domain:** Ratios and Proportional Relationships

**Standard:** MGSE6.RP.3. Use ratio and rate reasoning to solve real-world and mathematical problems utilizing strategies such as tables of equivalent ratios, tape diagrams (bar models), double number line diagrams, and/or equations.

b. Solve unit rate problems including those involving unit pricing and constant speed.

**John orders 25 prints from a photo store for \$13.00.**

**What is the cost per print?**

- A. \$0.12
- B. \$0.38
- C. \$0.52
- D. \$1.92

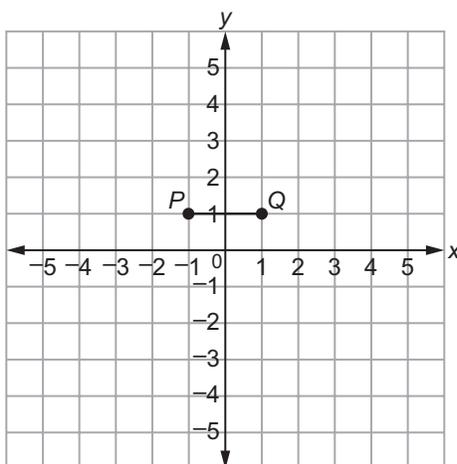
**Correct Answer:** C

**Explanation of Correct Answer:** The correct answer is choice (C) \$0.52. The cost per print is equal to the total cost divided by the number of prints:  $\frac{\$13.00}{25} = \$0.52$ . Choice (A) is incorrect because it is the result of subtracting 0.13 from 0.25. Choice (B) is incorrect because it is the result of adding 0.13 and 0.25. Choice (D) is incorrect because it is the result of dividing 25 by 13.

**Example Item 3****Selected-Response:** 1 point**DOK Level:** 3**Mathematics Grade 6 Content Domain:** Geometry

**Standard:** MGSE6.G.3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.

Harry is drawing trapezoid  $PQRS$ . He plots vertices  $P$  and  $Q$  on the coordinate grid as shown.



Harry wants the trapezoid to have a height of 3 units.

Which of these could be the coordinates of vertices  $R$  and  $S$  of trapezoid  $PQRS$ ?

- A.  $R(2, 3)$  and  $S(-3, 3)$
- B.  $R(3, -3)$  and  $S(-4, -3)$
- C.  $R(4, -2)$  and  $S(-2, -2)$
- D.  $R(-2, 4)$  and  $S(2, 2)$

**Correct Answer:** C

**Explanation of Correct Answer:** The correct answer is choice (C)  $R(4, -2)$  and  $S(-2, -2)$ . The given coordinates form a trapezoid. From  $-2$  to  $1$  on the  $y$ -axis is a height of 3 units. While choices (A) and (B) do give coordinates that form trapezoids, the heights are not 3 units. In choice (A), the height is 2 units. In choice (B), the height is 4 units. Choice (D) is incorrect because the given coordinates do not form a trapezoid.

## **MATHEMATICS ADDITIONAL SAMPLE ITEMS**

This section has two parts. The first part is a set of 19 sample items for the Mathematics portion of the EOG assessment. The second part contains a table that shows for each item the standard assessed, the DOK level, the correct answer (key), and a rationale/explanation about the key and distractors. The sample items can be utilized as a mini-test to familiarize students with the item formats found on the assessment.

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



# Grade 6 Mathematics Formula Sheet

Below are the formulas you may find useful as you take the test. However, you may find that you do not need to use all of the formulas. You may refer to this formula sheet as often as needed.

## Perimeter

The perimeter of a polygon is equal to the sum of the lengths of its sides.

## Area

Triangle  $A = \frac{1}{2}bh$

Rectangle  $A = bh$  or  $A = lw$

## Surface Area

The total area of the 2-dimensional surfaces that make up a 3-dimensional object.

## Volume of Right Rectangular Prism

$$V = (\text{length})(\text{width})(\text{height})$$

*or*

$$V = (\text{area of base})(\text{height})$$

## Mean

$$\bar{x} = \frac{x_1 + x_2 + x_3 + \dots + x_n}{n}$$

## Interquartile Range

$$IQR = Q_3 - Q_1$$

The difference between the first quartile and third quartile of a set of data.

You can find this mathematics formula sheet on the Georgia Milestones webpage at <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-EOG-Resources.aspx>.

### Item 1

**Selected-Response:** 1 point

**Look at the expression.**

$$25 + 45$$

**Which of these is an equivalent expression?**

- A.  $5(5 + 45)$
- B.  $5(5 + 9)$
- C.  $5(20 + 40)$
- D.  $5(25 + 9)$

### Item 2

**Selected-Response:** 1 point

**For the inequalities given, consider a horizontal number line oriented from left to right.**

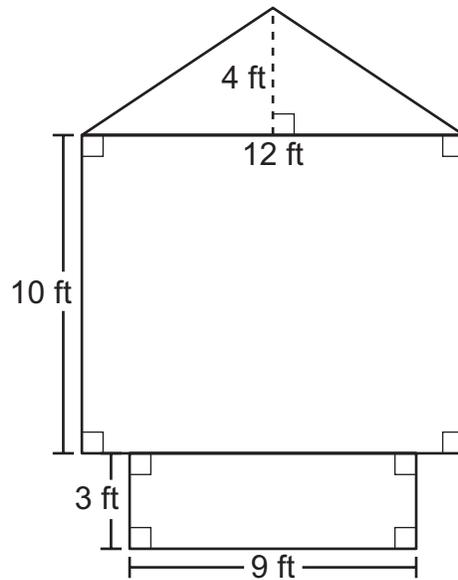
**Which statement is true and why?**

- A.  $-1 > -4$  because  $-1$  is to the right of  $-4$
- B.  $-4 > -5$  because  $-4$  is to the left of  $-5$
- C.  $-8 > -7$  because  $-8$  is to the right of  $-7$
- D.  $-9 > -6$  because  $-9$  is to the left of  $-6$

**Item 3**

Selected-Response: 1 point

Look at the figure.



What is the total area of this figure?

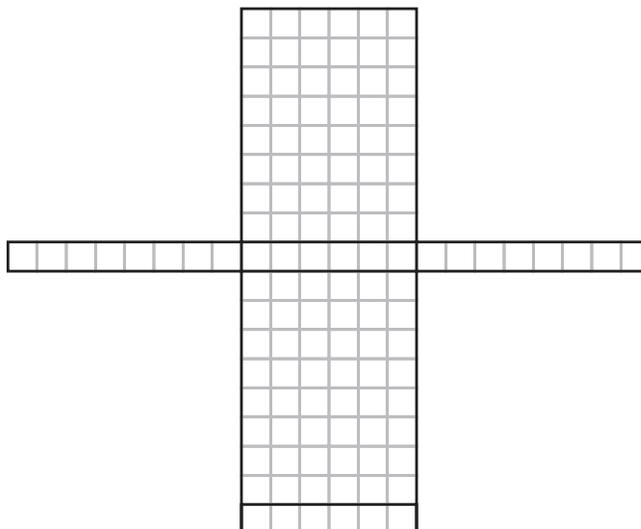
- A. 141 ft<sup>2</sup>
- B. 171 ft<sup>2</sup>
- C. 180 ft<sup>2</sup>
- D. 195 ft<sup>2</sup>

**Item 4**

**Selected-Response:** 1 point

Faye made a case for her electronic reading device using the net shown.

**Faye's Case**



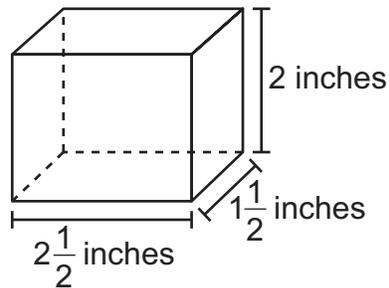
|  |
|--|
| <b>Key</b>                               |
| <input type="checkbox"/> = 1 square inch |

What is the total surface area, in square inches, of Faye's case?

- A. 62
- B. 96
- C. 108
- D. 124

**Item 5****Selected-Response:** 1 point

Look at the box in the shape of a right rectangular prism.

Lorraine plans to fill this box with cubes of the same size. Each cube has edge lengths of  $\frac{1}{2}$  inch.

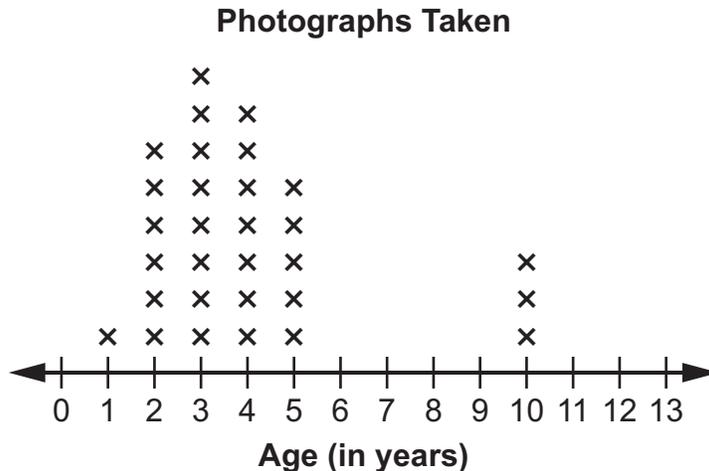
How many cubes can fit inside this box without empty space?

- A. 4
- B. 6
- C. 32
- D. 60

**Item 6**

**Selected-Response:** 1 point

The line plot shows the ages of the children who had their photographs taken at a photography studio during a certain week.



Which statement about the children who had their photographs taken does the spread of the data describe?

- A. The average age of the children was 3 years.
- B. The most common age of the children was 10 years.
- C. The ages of half the children were 6 years or less.
- D. The ages of the children ranged from 1 year to 10 years.

**Item 7**

**Selected-Response:** 1 point

Look at the inequality.

$$3y > 27$$

Which list of values for  $y$  will make this inequality true?

- A. 4, 5, 8
- B. 5, 7, 9
- C. 9, 12, 14
- D. 11, 13, 22

**Item 8**

**Selected-Response:** 1 point

Harriet has \$25 in her savings account. She will add \$5 each week and not take any money out of her account.

Which expression represents the amount of money in her savings account after  $x$  weeks?

- A.  $25x + 5$
- B.  $5x + 25$
- C.  $25(x + 5)$
- D.  $5(x + 25)$

**Item 9**

**Multi-Select Technology-Enhanced:** 2 points

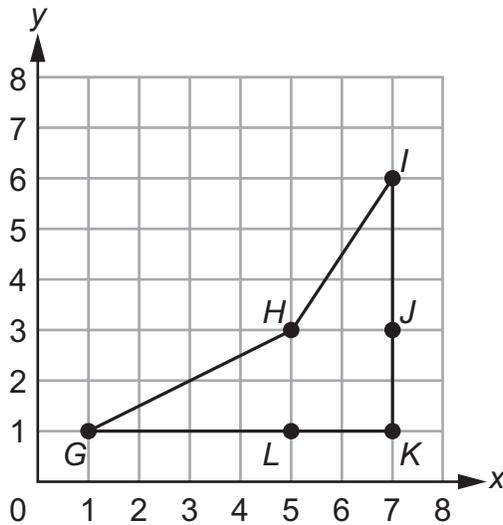
Select **THREE** expressions that are equivalent to  $12x + 8y$ .

- A.  $12(x + 8y)$
- B.  $4(3x + 2y)$
- C.  $2(12x + 4y)$
- D.  $4(2x + 3y)$
- E.  $6x + 6x + 4y + 4y$
- F.  $5x + 3x + 3x + x + 6y + y + y$

**Item 10**

**Multi-Part Technology-Enhanced:** 2 points

A polygon is graphed on the coordinate grid.



The polygon can be decomposed into two triangles to determine the area of the polygon.

**Part A**

Which decomposition of two triangles represents the area of the polygon?

- A. the area of triangle  $GHL$  plus the area of triangle  $HIJ$
- B. the area of triangle  $GHK$  plus the area of triangle  $HIK$
- C. the area of triangle  $GJK$  plus the area of triangle  $ILK$
- D. the area of triangle  $GHK$  plus the area of triangle  $ILK$

**Part B**

What is the area, in square units, of the polygon?

- A. 10
- B. 11
- C. 12
- D. 13

**Item 11**

**Multi-Part Multi-Select Technology-Enhanced:** 2 points

**Part A**

A metal rod is placed into the ground. The height of the rod above the ground is 100 feet. The depth of the rod is 20 feet in the ground.

What does 0 feet represent in this situation?

- A. the middle of the metal rod
- B. the top end of the metal rod
- C. the bottom end of the metal rod
- D. the point at which the metal rod enters the ground

**Part B**

Select TWO statements that can be represented by  $-40$  feet.

- A. the length of a sailboat
- B. the length of a piece of ribbon
- C. the change in altitude of a balloon
- D. the distance of a tree branch above the ground
- E. the distance of a fish below the surface of the water

**Item 12**

**Drag-and-Drop Technology-Enhanced:** 2 points

Move a number into each box to show the greatest common factor (GCF) and the least common multiple (LCM) of 18 and 30.

|  |                              |
|--|------------------------------|
| ?  |                              |
| <b>Greatest Common Factor</b>                | <b>Least Common Multiple</b> |
|  |                              |
| 2 3 5 6 9 10 15 18 30 36 48 54 60 90 180 540 |                              |

➡ Use a mouse, touchpad, or touchscreen to move a number into each box. Each number may be used once.

**Item 13****Drag-and-Drop Technology-Enhanced:** 2 points

An expression is shown.

$$7(x + 2) - 4(3x - y)$$

Move only the expressions that are equivalent to the given expression into the box.

?

**Equivalent to  $7(x + 2) - 4(3x - y)$**

$-5x - y + 2$

$-5x + 4y + 14$

$7x + 2 - 12x - y$

$7x + 14 - 12x + 4y$

$7x + 14 - 12x - 4y$

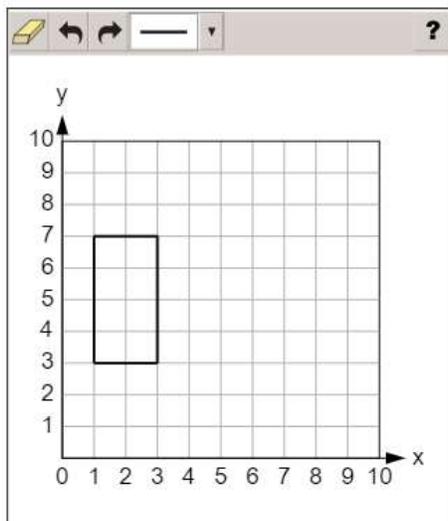
$7x + 14 - 4(3x - y)$

-  Use a mouse, touchpad, or touchscreen to move the expressions into the box. Each expression may be used once. Not all expressions will be used.

**Item 14**

**Coordinate-Graph Technology-Enhanced:** 2 points

A rectangular prism has a square base and a height of 4 units. Part of the net of the figure is shown on the coordinate grid. Place line segments on the coordinate grid to create a complete net of the rectangular prism.



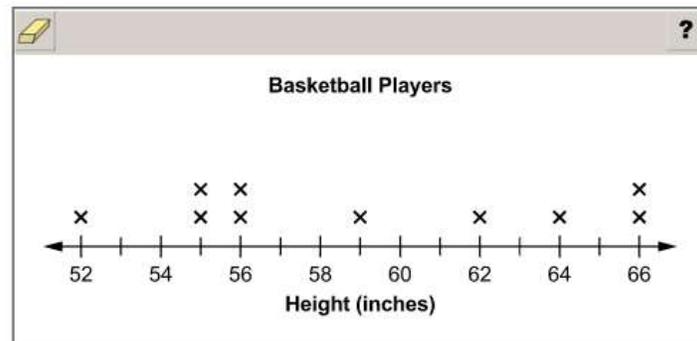
- ➡ Use a mouse, touchpad, or touchscreen to place line segments on the coordinate grid. At most 15 line segments can be placed.

## Item 15

## Line-Plot Technology-Enhanced: 2 points

There are 12 players on a basketball team. The median height of the players on the team is 58.5 inches, and the mean height is 59 inches. The line plot shows the heights, in inches, of some of the players on the basketball team.

Complete the line plot by adding Xs to represent the heights, in inches, of the remaining players.

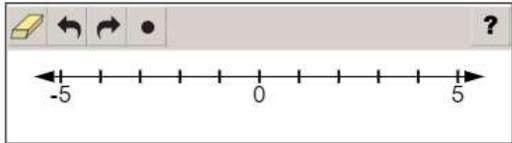


- Use a mouse, touchpad, or touchscreen to add Xs to the line plot. At most 4 Xs can be plotted for each height.

**Item 16**

**Number-Line Technology-Enhanced:** 2 points

Plot a point to represent 2 and a point to represent the opposite of 2.



➡ Use a mouse, touchpad, or touchscreen to plot points on the number line. At most 2 points can be plotted.

## Item 17

## Keypad-Input Multi-Part Technology-Enhanced: 2 points

Tobin records the distance he walks his dog every morning for five days. He rounds each distance to the nearest whole kilometer (km). The median distance of his data is 5 km. The range of his data is 3 km.

**Part A** What is the longest possible walk Tobin could have taken during the week, rounded to the nearest kilometer?

|   |   |     |   |   |   |   |   |   |   |
|---|---|-----|---|---|---|---|---|---|---|
|  |   |     |   |  |  |  |  |  |  |
|   |   |     |   |   |   |   |   |   |   |
| 1   | 2 | 3   |  |   |   |   |   |   |   |
| 4   | 5 | 6   |   |   |   |   |   |   |   |
| 7   | 8 | 9   |   |   |   |   |   |   |   |
| 0   | . | (-) |   |   |   |   |   |   |   |

**Part B** What is the shortest possible walk Tobin could have taken during the week, rounded to the nearest kilometer?

|   |   |     |   |   |   |   |   |   |   |
|---|---|-----|---|---|---|---|---|---|---|
|  |   |     |   |  |  |  |  |  |  |
|   |   |     |   |   |   |   |   |   |   |
| 1   | 2 | 3   |  |   |   |   |   |   |   |
| 4   | 5 | 6   |   |   |   |   |   |   |   |
| 7   | 8 | 9   |   |   |   |   |   |   |   |
| 0   | . | (-) |   |   |   |   |   |   |   |

 Use a mouse, touchpad, or touchscreen to enter a response for each part.

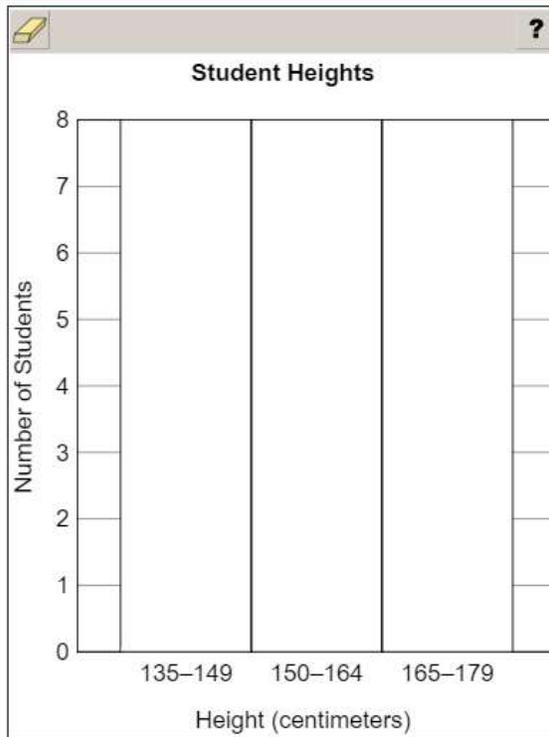
**Item 18**

**Bar-Graph Technology-Enhanced:** 1 point

The heights, in centimeters, of ten students are shown.

**139, 147, 176, 171, 163, 174, 168, 165, 156, 142**

Create a histogram to represent the data about the heights, in centimeters, of the ten students.

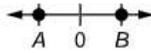


➡ Use a mouse, touchpad, or touchscreen to create each bar in the histogram.

## Item 19

Drop-Down Technology-Enhanced: 1 point

Points  $A$  and  $B$  are the same distance from 0 on a horizontal number line oriented from left to right.



Use the drop-down menus to complete the sentence about the possible locations of points  $A$  and  $B$ .

The location of point  $A$  on the number line can be , and the location of point  $B$  on the number line can be .

- ➡ Use a mouse, touchpad, or touchscreen to click the arrow beside each of the two blank boxes. When you click the arrow, a drop-down menu will appear, showing you all the possible options for that blank. Each drop-down menu with its options is shown below.

The location of point  $A$  on the number line can be , and the location of point  $B$  on the number line can be .

-4  
0  
1  
4

-4  
0  
1  
4

## MATHEMATICS ADDITIONAL SAMPLE ITEM KEYS

| Item | Standard/<br>Element | DOK<br>Level | Correct<br>Answer | Explanation  |
|------|----------------------|--------------|-------------------|--|
| 1    | MGSE6.NS.4           | 2            | B                 | The correct answer is choice (B) $5(5 + 9)$ . A common factor of 25 and 45 is 5. $\frac{25}{5} = 5$ and $\frac{45}{5} = 9$ . So, $25 + 45 = 5(5 + 9)$ . Choices (A) and (D) are incorrect because they only factor one of the two terms. Choice (C) is incorrect because it is the result of subtracting 5 from each term instead of dividing by 5.  |
| 2    | MGSE6.NS.7a          | 2            | A                 | The correct answer is choice (A) $-1 > -4$ because $-1$ is to the right of $-4$ . Numbers increase in value moving from left to right along the number line. Since $-1$ is to the right of $-4$ on the number line, $-1 > -4$ . Choices (B), (C), and (D) are incorrect because the location of the numbers were confused, the signs of the numbers were not considered, and the relative positions of the numbers on the number line were misstated.  |
| 3    | MGSE6.G.1            | 2            | B                 | The correct answer is choice (B) $171 \text{ ft}^2$ . The area of the smaller rectangle is $3 \times 9 = 27 \text{ ft}^2$ . The area of the larger rectangle is $10 \times 12 = 120 \text{ ft}^2$ . The area of the triangle is $\left(\frac{1}{2}\right)(12 \times 4) = 24 \text{ ft}^2$ . The total area is $27 + 120 + 24 = 171 \text{ ft}^2$ . Choice (A) is incorrect because it uses a width of 9 feet for the larger rectangle instead of 12 feet. Choice (C) is incorrect because it combines the two rectangles into one rectangle with dimensions 12 feet by 13 feet. Choice (D) is incorrect because it uses $4 \times 12$ as the area of the triangle instead of $\left(\frac{1}{2}\right)(12 \times 4)$ . |
| 4    | MGSE6.G.4            | 2            | D                 | The correct answer is choice (D) 124. The net is comprised of two rectangles that each measure $8 \times 6$ inches, two rectangles that each measure $1 \times 8$ inches, and two rectangles that each measure $1 \times 6$ inches. The total area is $2(8 \times 6) + 2(1 \times 8) + 2(1 \times 6) = 124$ square inches. Choices (A), (B), and (C) are incorrect because they do not include all the faces of the net.   |

| Item | Standard/<br>Element | DOK<br>Level | Correct<br>Answer | Explanation   |
|------|----------------------|--------------|-------------------|---|
| 5    | MGSE6.G.2            | 2            | D                 | The correct answer is choice (D) 60. Along the length of the box, 5 cubes will fit. Along the width, 3 cubes will fit. Therefore, 15 cubes will fill the base. The box will hold 4 layers of cubes. That means the total number of cubes is 60. Choice (A) is incorrect because it is based on the box holding 2 by 1 cubes in the base and there being only 2 layers of cubes in the height. Choice (B) is incorrect because it is the dimensions of the box added together. Choice (C) is incorrect because it is based on the box holding $4 \times 2$ cubes in the base, or 32 cubes instead of 15. |
| 6    | MGSE6.SP.2           | 1            | D                 | The correct answer is choice (D) The ages of the children ranged from 1 year to 10 years. The least number on the number line with Xs above it is 1. The greatest number on the number line with Xs above it is 10. The data values range from 1 to 10. Choices (A) and (B) are incorrect because they are statements about measures of center instead of measures of spread. Choice (C) is incorrect because it assumes the spread of the data is the number of ages with Xs above them.   |
| 7    | MGSE6.EE.5           | 2            | D                 | The correct answer is choice (D) 11, 13, 22. The values of $y$ that will make the inequality true are the values for which $3y$ is greater than 27. $3(11) = 33$ ; $3(13) = 39$ ; $3(22) = 66$ . Choices (A) and (B) are incorrect because at least one value of $y$ makes $3y$ less than 27. Choice (C) is incorrect because when $y$ is 9, $3y$ is equal to 27.   |
| 8    | MGSE6.EE.6           | 2            | B                 | The correct answer is (B) $5x + 25$ . Harriet starts with \$25, so the expression must have a value of 25 when $x = 0$ . Each week, Harriet adds \$5, so the rate of change is \$5 per week. Choice (A) is incorrect because it interchanges the starting amount with the amount added each week. Choices (C) and (D) use the distributive property incorrectly for this situation.   |
| 9    | MGSE6.EE.3           | 2            | B/E/F             | The correct answer is choices (B), (E), and (F). Choice (A) is incorrect because the 12 is only factored out of the first term. Choice (C) is incorrect because the 2 is only factored out of the second term. Choice (D) is incorrect because the coefficients for $x$ and $y$ were switched when factoring out the 4.   |

| Item | Standard/<br>Element | DOK<br>Level | Correct<br>Answer              | Explanation  |
|------|----------------------|--------------|--------------------------------|--|
| 10   | MGSE6.G.1            | 3            | Part A:<br>B<br>Part B:<br>B   | Part A: The correct answer is choice (B) the area of triangle $GHK$ plus the area of triangle $HIK$ . The two triangles make up the polygon with no overlapping or missing areas. Choice (A) is incorrect because it is missing part of the area of the polygon. Choices (C) and (D) have triangles that both overlap and still miss part of the area of the polygon.<br><br>Part B: The correct answer is choice (B) 11. The area of the two triangles from Part A is 11. Choices (A), (C), and (D) all compute the area incorrectly. |
| 11   | MGSE6.NS.5           | 2            | Part A:<br>D<br>Part B:<br>C/E | Part A: The correct answer is choice (D) the point at which the metal rod enters the ground. Choices (A), (B), and (C) are incorrect because they misrepresent the meaning of positive and negative numbers.<br><br>Part B: The correct answer is choices (C) and (E). Both altitude and distance below water's surface can be represented by a negative number. Choices (A) and (B) are lengths of objects and must be represented as a positive number. Choice (D) is the distance above ground and must also be a positive number.  |
| 12   | MGSE6.NS.4           | 2            | N/A                            | See scoring rubric and exemplar response on page 99.   |
| 13   | MGSE6.EE.4           | 2            | N/A                            | See scoring rubric and exemplar response on page 100.  |
| 14   | MGSE6.G.4            | 2            | N/A                            | See scoring rubric and exemplar response beginning on page 101.  |
| 15   | MGSE6.SP.4           | 3            | N/A                            | See scoring rubric and exemplar response on page 103.  |
| 16   | MGSE6.NS.6a          | 1            | N/A                            | See scoring rubric and exemplar response on page 104.  |
| 17   | MGSE6.SP.3           | 3            | N/A                            | See scoring rubric and exemplar response on page 105.  |
| 18   | MGSE6.SP.4           | 2            | N/A                            | See scoring rubric and exemplar response on page 106.  |
| 19   | MGSE6.NS.6a          | 2            | N/A                            | See scoring rubric and exemplar response on page 107.  |

# MATHEMATICS EXAMPLE SCORING RUBRICS AND EXEMPLAR RESPONSES

## Item 12

### Scoring Rubric

| Points | Description   |
|--------|---|
| 2      | The student correctly places a number in each column.           |
| 1      | The student correctly places one number in either column.       |
| 0      | The student does not correctly place a number in either column. |

### Exemplar Response

The correct response is shown below.

| Greatest Common Factor |               | Least Common Multiple |         |
|------------------------|---------------|-----------------------|---------|
| 6                      |               | 90                    |         |
| 2 3 5                  | 9 10 15 18 30 | 36 48 54 60           | 180 540 |

The factors of 18 are 1, 2, 3, 6, 9, and 18. The factors of 30 are 1, 2, 3, 5, 6, 10, 15, and 30. So the greatest common factor of 18 and 30 is 6. The first five multiples of 18 are 18, 36, 54, 72, and 90. The first three multiples of 30 are 30, 60, and 90. So the least common multiple of 18 and 30 is 90.

## Item 13

## Scoring Rubric

| Points | Description  |
|--------|--|
| 2      | The student correctly places all three expressions.            |
| 1      | The student correctly places two expressions.                  |
| 0      | The student does not correctly place at least two expressions. |

## Exemplar Response

The correct response is shown below.


?

Equivalent to  $7(x + 2) - 4(3x - y)$

$$-5x + 4y + 14$$

$$7x + 14 - 12x + 4y$$

$$7x + 14 - 4(3x - y)$$

$$-5x - y + 2$$

$$7x + 2 - 12x - y$$

$$7x + 14 - 12x - 4y$$

The expression can be simplified using the distributive property. When the 7 is distributed across  $(x + 2)$ , the expression becomes  $7x + 14 - 4(3x - y)$ , which is one of the expressions listed. When the  $-4$  is distributed across  $(3x - y)$ , the expression becomes  $7x + 14 - 12x + 4y$ , which is another expression listed. Combining the  $x$  terms and moving the constant term to the end of the equation yields the expression  $-5x + 4y + 14$ , which is another expression listed. The three unused expressions represent common errors that are made when rewriting the original expression.

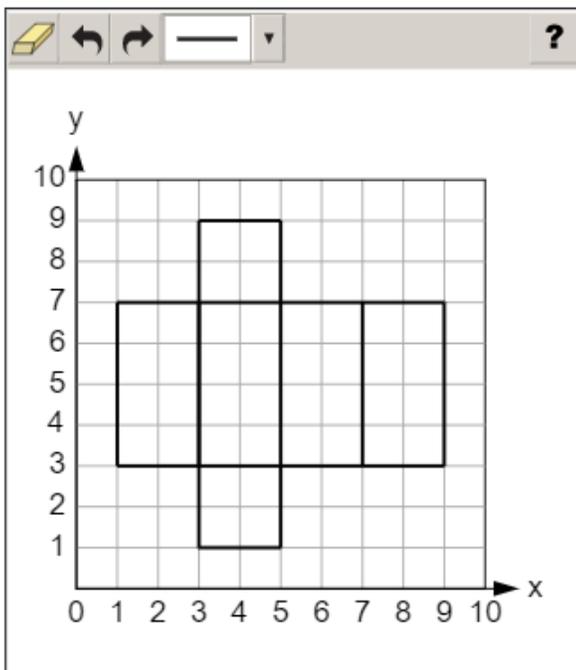
## Item 14

## Scoring Rubric

| Points | Description  |
|--------|--|
| 2      | The student correctly creates the net of the rectangular prism.  |
| 1      | The student correctly creates three rectangles that are congruent to the given rectangle (for a total of four rectangles) but does not correctly create the squares. |
| 0      | The student does not correctly create three rectangles that are congruent to the given rectangle.  |

## Exemplar Response

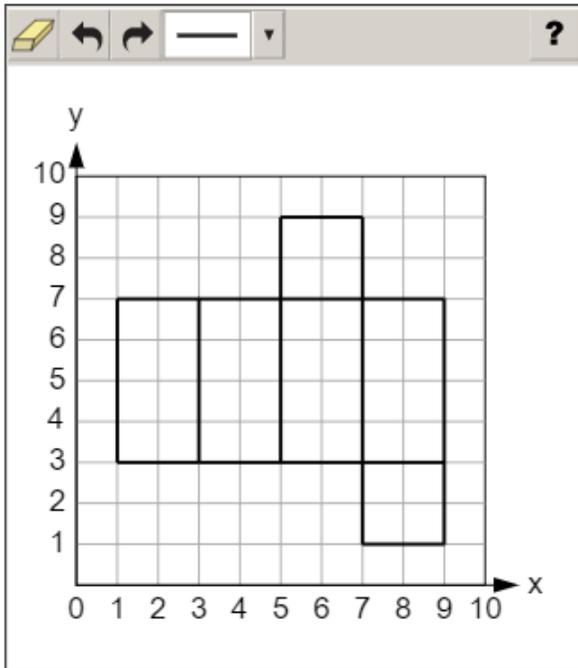
Two possible correct responses are shown below. There are other possible correct responses as well.



**Go on to the next page to finish item 14.**

Item 14

OR



The net of a rectangular prism is made up of six rectangular faces. Since the bases of this prism are square, the net will have two congruent squares with side lengths of 2 units and four congruent rectangles with lengths of 4 units and widths of 2 units. All six faces of the prism are attached in a way that if the net were made of paper, the paper could be folded along the lines to construct the prism. On the given grid, the four congruent rectangles are all in a row and one square will be above the rectangles and one square will be below the rectangles.

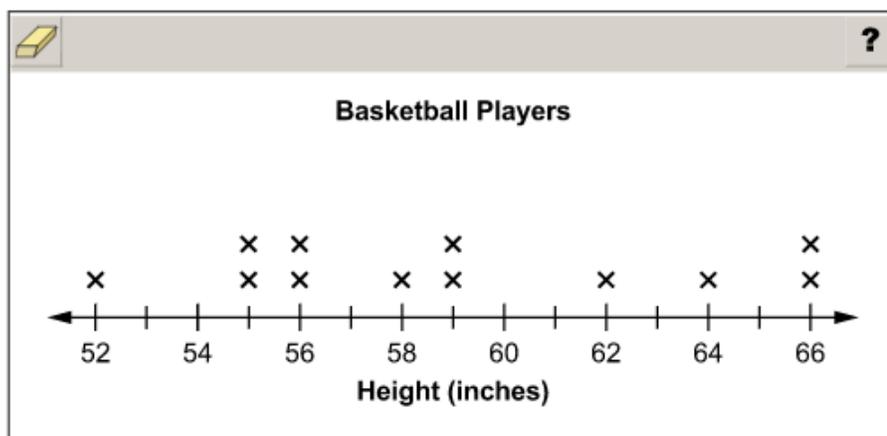
## Item 15

## Scoring Rubric

| Points | Description                                   |
|--------|---|
| 2      | The student correctly plots both Xs.          |
| 1      | The student correctly plots one X.            |
| 0      | The student does not correctly plot either X. |

## Exemplar Response

The correct response is shown below.



For 12 players to have a mean height of 59 inches, they must have a total height of 708 inches ( $708 \div 12 = 59$ ). The 10 players whose heights are represented on the line plot have a total height of 591 inches, so the 2 remaining players must have a total height of 117 inches ( $708 - 591 = 117$ ). The median of the line plot with the given 10 Xs is between the heights plotted at 56 and 59, so the median height is currently 57.5 inches. To raise the final median height to the 58.5 inches needed, the 2 remaining players must have heights greater than 57.5 inches. For the total height to be 117 inches and for both heights to be greater than 57.5 inches, the 2 remaining players' heights must be 58 inches and 59 inches. So the Xs are plotted in the corresponding places on the line plot.

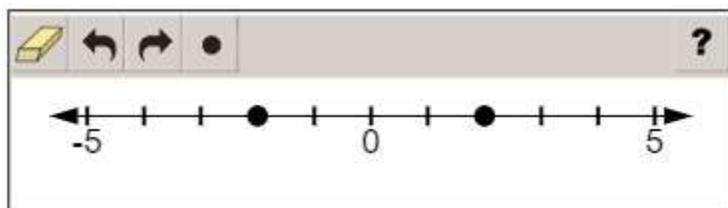
**Item 16**

**Scoring Rubric**

| Points | Description                                       |
|--------|---|
| 2      | The student correctly plots both points.          |
| 1      | The student correctly plots one point.            |
| 0      | The student does not correctly plot either point. |

**Exemplar Response**

The correct response is shown below.



The number 2 is the point at the second hash mark to the right of zero, and the opposite of 2 is the point at the second hash mark to the left of zero, also known as  $-2$ .

## Item 17

## Scoring Rubric

| Points | Description  |
|--------|--|
| 2      | The student correctly answers both Part A and Part B.  |
| 1      | The student correctly answers either Part A OR Part B. |
| 0      | The student does not correctly answer either part.     |

## Exemplar Response

## Part A

The correct response is shown below.

A digital calculator interface showing the number 8. The interface includes a toolbar with icons for erasing, undo, redo, left arrow, right arrow, and a close button. Below the display is a numeric keypad with digits 1-9, 0, a decimal point, and a negative sign, along with a fraction template icon.

The longest possible walk is 8 kilometers because the median of 5 could also be the shortest walk, and the range is the difference between the greatest and least values in a data set.

## Part B

The correct response is shown below.

A digital calculator interface showing the number 2. The interface includes a toolbar with icons for erasing, undo, redo, left arrow, right arrow, and a close button. Below the display is a numeric keypad with digits 1-9, 0, a decimal point, and a negative sign, along with a fraction template icon.

The shortest possible walk is 2 kilometers because the median of 5 could also be the longest walk, and the range is the difference between the greatest and least values in a data set.

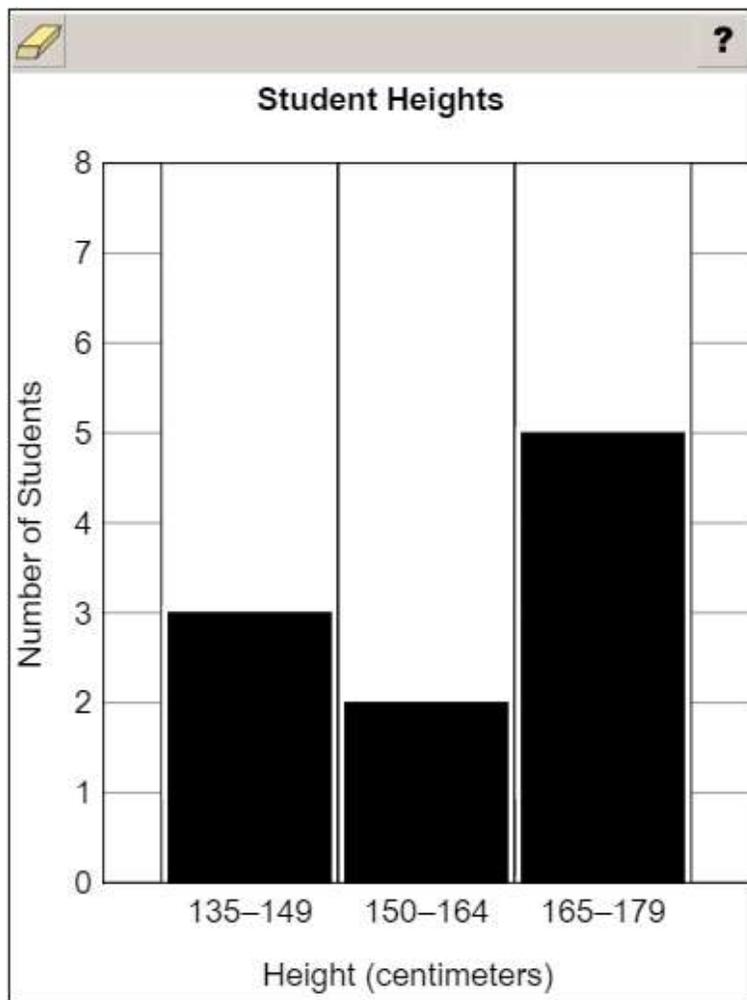
**Item 18**

**Scoring Rubric**

| Points | Description  |
|--------|--|
| 1      | The student correctly completes the histogram.         |
| 0      | The student does not correctly complete the histogram. |

**Exemplar Response**

The correct response is shown below.



This is the correct response because there are 3 students within the range of 135–149 centimeters, 2 students within the range of 150–164 centimeters, and there are 5 students within the range of 165–179 centimeters.

**Item 19****Scoring Rubric**

| Points | Description  |
|--------|--|
| 1      | The student selects the correct options in both drop-down menus.         |
| 0      | The student does not select the correct options in both drop-down menus. |

**Exemplar Response**

The correct response is shown below.

The location of point  $A$  on the number line can be  , and the location of point  $B$  on the number line can be  .

Point  $A$  is to the left of 0, so it must be a negative number. Point  $B$  is the same distance away from 0 (as point  $A$ ) on the right side of the number line, so it is the opposite of point  $A$ . The only negative answer choice for point  $A$  is  $-4$ , so that option must be correct. Therefore, point  $B$  must be 4.

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

\* Subsumed by L.7.3a

† Subsumed by L.9-10.1a

‡ Subsumed by L.11-12.3a

END OF GRADE 6  
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