

# Georgia Milestones

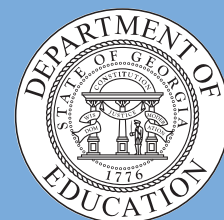
Assessment System



## Assessment Guide Grade 4



# 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, while students in grades 5 and 8 also take an end-of-grade assessment in Science and Social Studies. High school students take an end-of-course assessment for each of the ten 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 English Language Arts and Mathematics (all grades and courses);
- open-ended (constructed-response) items in English Language Arts and Mathematics (all grades and courses);
- a writing component (in response to passages read by students) at every grade level and course within the English Language Arts assessment;
- norm-referenced items in all content areas and courses to complement the criterion-referenced information and to provide a national comparison; and
- a transition to online administration over time, with online administration considered the primary mode of administration and paper/pencil as a backup until the transition is complete.

The primary mode of administration for the Georgia Milestones program is online, with the goal of completing the transition from paper/pencil within five years after the inaugural administration (i.e., the 2014–2015 school year). Paper/pencil test materials (such as Braille) will remain available for students with disabilities who may require them in order to access the assessment.

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

- is sufficiently challenging to ensure Georgia students are well positioned to compete with other students across the United States and internationally;
- is intentionally designed across grade levels to send a clear signal of student academic progress and preparedness for the next level, 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
- accelerates the transition to online administration, allowing—over time—for the inclusion of innovative technology-enhanced items.

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

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

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

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

## ASSESSMENT GUIDE

The Georgia Milestones Grade 4 EOG Assessment Guide is provided to acquaint Georgia educators and other stakeholders with the structure and content assessed by the tests. Importantly, this guide is not intended to inform instructional planning. It is essential to note that there are a small number of content standards that are better suited for classroom or individual assessment rather than large-scale summative assessment. While those standards are not included on the tests, and therefore are not included in this Assessment Guide, the knowledge, concepts, and skills inherent in those standards are often required for the mastery of the standards that are assessed. Failure to attend to all content standards within a content area can limit a student's opportunity to learn and show what he or she knows and can do on the assessments.

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

## **TESTING SCHEDULE**

The Georgia Milestones Grade 4 EOG assessment is offered during the Main Administration each spring and one Summer Administration for retests.

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

## DEPTH OF KNOWLEDGE DESCRIPTORS

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

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

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

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

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

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>Level 1</p> <p>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 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>Level 2</p> <p>Basic Reasoning</p>	<ul style="list-style-type: none"> <li>• Apply learned information to abstract and real-life situations</li> <li>• Use methods, concepts, theories in abstract and real-life situations</li> <li>• Perform multi-step processes</li> <li>• Solve problems using required skills or knowledge (requires more than habitual response)</li> <li>• Make a decision about how to proceed</li> <li>• Identify and organize components of a whole</li> <li>• Extend patterns</li> <li>• Identify/describe cause and effect</li> <li>• Recognize unstated assumptions; make inferences</li> <li>• Interpret facts</li> <li>• Compare or contrast simple concepts/ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Apply</li> <li>• Calculate; solve</li> <li>• Complete</li> <li>• Describe</li> <li>• Explain how; demonstrate</li> <li>• Construct data displays</li> <li>• Construct; draw</li> <li>• Analyze</li> <li>• Extend</li> <li>• Connect</li> <li>• Classify</li> <li>• Arrange</li> <li>• Compare; contrast</li> </ul>



Level	Skills Demonstrated	Question Cues
Level 3 Complex Reasoning	<ul style="list-style-type: none"> <li>• Solve an open-ended problem with more than one correct answer</li> <li>• Create a pattern</li> <li>• Generalize from given facts</li> <li>• Relate knowledge from several sources</li> <li>• Draw conclusions</li> <li>• Make predictions</li> <li>• Translate knowledge into new contexts</li> <li>• Compare and discriminate between ideas</li> <li>• Assess value of methods, concepts, theories, processes, formulas</li> <li>• Make choices based on a reasoned argument</li> <li>• Verify the value of evidence, information, numbers, data</li> </ul>	<ul style="list-style-type: none"> <li>• Plan; prepare</li> <li>• Predict</li> <li>• Create; design</li> <li>• Ask “what if?” questions</li> <li>• Generalize</li> <li>• Justify; explain why; support; convince</li> <li>• Assess</li> <li>• Rank; grade</li> <li>• Test; judge</li> <li>• Recommend</li> <li>• Select</li> <li>• Conclude</li> </ul>
Level 4 Extended Reasoning	<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. Students will also receive a norm-referenced score based on a set of norm-referenced items included within the test; this score will allow comparison to a national norming group of students. 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 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. Likewise, the Mathematics assessment consists of selected-response, technology-enhanced, constructed-response, and extended constructed-response items. Items that are not machine scored—i.e., constructed-response, extended constructed-response, and extended writing-response items—require rubrics for manual scoring.

## ENGLISH LANGUAGE ARTS (ELA)

### DESCRIPTION OF TEST FORMAT AND ORGANIZATION

The Georgia Milestones 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). 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 include a limited sample of nationally norm-referenced items to provide a signal of how Georgia students are achieving relative to their peers nationally. The norm-referenced information provided is supplementary to the criterion-referenced 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 Grade 4 English Language Arts EOG assessment consists of both operational items (contribute to a student's criterion-referenced and/or norm-referenced score) and field test items (newly written items that are being tried out and do not contribute to the student's score). A subset of the norm-referenced operational items have been verified as aligned to the course content standards by Georgia educators and will also contribute to the criterion-referenced score and Achievement Level designation. The other norm-referenced items will contribute only to the national percentile rank, which is provided as supplemental information.

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

The table on the following page outlines the number and types of items included on the Grade 4 English Language Arts EOG assessment.

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

Description	Number of Items	Points for CR <sup>1</sup> Score	Points for NRT <sup>2</sup> Feedback
CR Selected-Response Items	28	28	0
NRT Selected-Response Items	20 <sup>3</sup>	10 <sup>4</sup>	20
CR Technology-Enhanced Items	1	2	0
CR Constructed-Response Items	2	4	0
CR Extended Constructed-Response Items	1	4	0
CR Extended Writing-Response Items	1	7	0
CR Field Test Items	7	0	0
<b>Total Items/Points<sup>5</sup></b>	<b>60</b>	<b>55</b>	<b>20</b>

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

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

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

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

<sup>5</sup>Of the 60 total items, 43 items contribute to the CR score, for a total of 55 points; 20 total items contribute to NRT feedback, for a total of 20 points.

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 75 minutes per section to complete Sections 2 and 3. The total estimated testing time for the Grade 4 English Language Arts (ELA) EOG assessment ranges from approximately 190 to 240 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 4 English Language Arts (ELA) assessment will measure the Grade 4 standards that are described at [www.georgiastandards.org](http://www.georgiastandards.org).

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

The content of the assessment is organized into two groupings, or domains, of standards for the purposes of providing feedback on student performance. A content domain is a reporting category that *broadly* describes and defines the content of the course, as measured by the EOG assessment. The standards for Grade 4 English Language Arts (ELA) are grouped into two domains: Reading 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 4 English Language Arts (ELA) educators should strive to develop in their students. Educators should refer to the content standards for a full understanding of the knowledge, concepts, and skills subject to be assessed on the EOG assessment.

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

## GRADE 4 ENGLISH LANGUAGE ARTS (ELA): DOMAIN STRUCTURES AND CONTENT WEIGHTS

Domain	Standard		Approximate Weight
Reading and Vocabulary	ELAGSE4RI1 ELAGSE4RI2 ELAGSE4RI3 ELAGSE4RI4 ELAGSE4RI5 ELAGSE4RI6 ELAGSE4RI7 ELAGSE4RI8 ELAGSE4RI9 ELAGSE4RL1 ELAGSE4RL2	ELAGSE4RL3 ELAGSE4RL4 ELAGSE4RL5 ELAGSE4RL6 ELAGSE4RL7 ELAGSE4RL9 ELAGSE4L4 (4a, 4b, 4c) ELAGSE4L5 (5a, 5b, 5c)	53%
Writing and Language	ELAGSE4W1 (1a, 1b, 1c, 1d) ELAGSE4W2 (2a, 2b, 2c, 2d, 2e) ELAGSE4W3 (3a, 3b, 3c, 3d, 3e) ELAGSE4W4 ELAGSE4W7 ELAGSE4W8	ELAGSE4W9 ELAGSE4L1 (1a, 1b, 1c, 1d, 1e, 1f, 1g) ELAGSE4L2 (2a, 2b, 2c, 2d) ELAGSE4L3 (3a, 3b, 3c)	47%

## ITEM TYPES

The English Language Arts (ELA) portion of the Grade 4 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 using scaffolding within a multi-step response. For ELA, the specific type of technology-enhanced item being used is a two-part item called an Evidence-Based Selected Response item (EBSR). In the first part of an EBSR item, the student responds to an inferential or key concept question related to a stimulus text. In the second part of an EBSR item, 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. In the first part, there is one correct answer. In the second part, the student will be asked to choose one correct response or the student will be asked to choose one or more correct responses. 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.

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 correct.

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

The extended writing-response items require students to write an opinion piece 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 four items 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.

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

Example items that represent the applicable DOK levels across various Grade 4 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 “Hide and Seek” and answer example items 1 and 2.

### Hide and Seek

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

#### Hiding with Colors

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

#### Hiding with Patterns

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



#### Hiding by Imitation

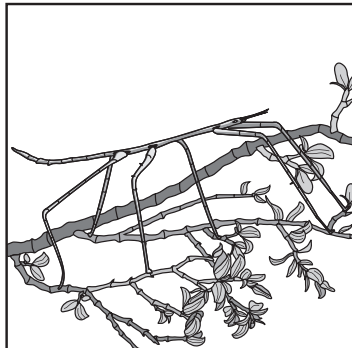
Some animals imitate, or pretend to be, other animals. For example, some king snakes have stripes. These stripes make the king snakes look like coral snakes. Coral snakes use a poisonous liquid called venom when they bite. Other animals and people stay away from king snakes because they think they are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



### Hiding by Disguise

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

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



### Example Item 1

**Selected-Response:** 1 point

**DOK Level 2:**

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

**Standard:** ELAGSE4RI7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

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

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

**Correct Answer:** D

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

**Example Item 2****Constructed-Response:** 2 points**DOK Level 3:****English Language Arts (ELA) Grade 4 Content Domain:** Reading and Vocabulary**Standard:** ELAGSE4RI1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**What would MOST LIKELY happen if the arctic fox did not change color twice a year?****Use details from the passage to support your answer.****Scoring Rubric**

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

**Exemplar Response**

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

### Example Item 3

**Extended Writing-Response:** 7 points

**DOK Level 4:**

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

**Standard:** ELAGSE4W1b. Provide reasons that are supported by facts and details.

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

**Before you begin planning and writing, you will read two passages. As you read the passages, think about what details from the passages you might use in your opinion essay. These are the titles of the passages you will read:**

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

#### **A Regular Allowance for Doing Chores**

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

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

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

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

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

### **Allowance as a Reward**

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

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

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

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

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

## WRITING TASK

People have different ideas about giving and receiving allowance. Some experts and parents agree that children should be given an allowance while some people believe that it is not a good idea.

Think about the ideas in the two passages. Then, write an **essay that gives your opinion** about which argument about allowances is better supported by facts.

Be sure to use information from BOTH passages in your **opinion essay**. **Write your answer on the lines provided.**

### Be sure to:

- Introduce your opinion.
- Support your opinion with reasons and details from the passages.
- Give your reasons and details in a clear order.
- 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 linking words, phrases, and clauses to connect reasons.
- Use clear language and vocabulary.
- Have a strong conclusion that supports your opinion.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

**The following is an example of a seven-point response. See the seven-point, two-trait rubric for a text-based opinion response on pages 47 and 48 to see why this example would earn the maximum number of points.**

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

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

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

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

OR

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

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

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

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

## ENGLISH LANGUAGE ARTS (ELA) ADDITIONAL SAMPLE ITEMS

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

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

## Items 1 through 8

Use this passage to answer items 1 through 8.

### The Great Surprise

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

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

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

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

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

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

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

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

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

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

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

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

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



“Wow, what a great surprise!” Charlie said. “Kate, isn’t it a great surprise?” he asked me.

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

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

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

### Item 1

**Selected-Response:** 1 point

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

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

### Item 2

**Selected-Response:** 1 point

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

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

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

**Item 3**

**Selected-Response:** 1 point

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

My parents exchanged a hesitant look.

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

**Item 4**

**Selected-Response:** 1 point

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

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

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

### Item 5

**Constructed-Response: 2 points**

**What is the theme of the story, and how does the author reveal this theme?**

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

[illegible]

### Item 6

**Technology-Enhanced:** 2 points

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

#### Part A

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

- A. She is proud of herself.
- B. She is concerned about her brother.
- C. She is surprised about the puppy.
- D. She is calm toward her dad.

#### Part B

**Which sentence from the story BEST supports your answer in Part A?**

- A. I tried to hear what they were saying . . .
- B. I thought back to last year when our family had planned a visit . . .
- C. I felt so relieved that my parents had decided to trust me . . .
- D. I felt great for keeping my promise . . .

### Item 7

**Selected-Response:** 1 point

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

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



## Items 9 and 10

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

**Before you begin planning and writing, read the two passages. As you read the passages, think about what details from the passages you might use in your opinion essay. These are the titles of the passages you will read:**

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

### **A Regular Allowance for Doing Chores**

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

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

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

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

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

### **Allowance as a Reward**

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

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

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

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

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a thin black border around its edges.



**Item 10****Extended Writing-Response:** 7 points

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

**WRITING TASK**

People have different ideas about giving and receiving allowance. Some experts and parents agree that children should be given an allowance while some people believe that it is not a good idea.

Think about the ideas in the two passages. Then, write an **essay that gives your opinion** about which argument about allowances is better supported by facts.

Be sure to use information from BOTH passages in your **opinion essay**. **Write your answer on the lines provided.**

**Be sure to:**

- Introduce your opinion.
- Support your opinion with reasons and details from the passages.
- Give your reasons and details in a clear order.
- 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 linking words, phrases, and clauses to connect reasons.
- Use clear language and vocabulary.
- Have a strong conclusion that supports your opinion.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.





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

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
1	ELAGSE4RL3	3	B	The correct answer is choice (B) They are not sure whether to tell Kate about the surprise. Whispering is something people do when they want to keep something private, so Kate's parents whisper because they do not want Kate to overhear their conversation. Choice (A) is incorrect because Kate's parents are talking about a dog for Charlie, not for Kate. Choice (C) is incorrect because Kate's parents are not planning on surprising her grandmother. Choice (D) is incorrect because Kate's parents do not mention this as a concern.
2	ELAGSE4RL4	2	B	The correct answer is choice (B) Kate almost did something wrong by telling the secret. The word "tempt" refers to wanting to do something wrong, but then ultimately deciding against it. Choice (A) is incorrect because Kate thinks about the secret for the entire story. Choice (C) is incorrect because even if Kate revealed the secret, no one would be in danger. Choice (D) is incorrect because the story never mentions that Kate stopped talking to her brother.
3	ELAGSE4L4a	2	D	The correct answer is choice (D) uncertain. People who hesitate are unsure about something, so they may look worried or concerned. Choice (A) is incorrect because being hesitant is not related to being funny. Choice (B) is incorrect because Kate's parents are unsure, not pleased. Choice (C) is incorrect because Kate's parents actually are a little worried or afraid that Kate might tell the secret.
4	ELAGSE4L4b	3	B	The correct answer is choice (B) not happily. The context of this sentence clearly shows that the puppy is happy, so adding the prefix "dis-" creates the opposite of "contentedly." Choice (A) is incorrect because nothing in the story indicates that the puppy was upset. Choices (C) and (D) are incorrect because the prefix "dis-" is most often used in negative words.
5	ELAGSE4RL2	3		See scoring rubric and exemplar responses on page 38.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
6	ELACC4RL3	3	A/D	The correct answer choices are (A) She is proud of herself, <b>and</b> (D) I felt great for keeping my promise. Kate struggles to keep the secret and has not been successful keeping secrets in the past. Therefore, the fact that she doesn't tell her brother about the new puppy makes her feel proud, especially when she sees how happy her brother is. The answer choice for Part B of the item shows the sentence from the story that best supports how Kate can be described at the end of the story. In Part A, Choice (B) is incorrect because her brother is happy and excited at the end of the story, which is not a cause for concern. Choice (C) is incorrect because she has known about the puppy since early in the passage. Choice (D) is incorrect because Kate does not interact with her dad at the end of the passage. The incorrect options in Part B support incorrect answers in Part A.
7	ELAGSE4RL3	3	A	The correct answer is choice (A) He likes surprising people. Kate's dad wants to keep the puppy a secret because he enjoys the reaction of someone getting what they want without even knowing about it first. Choice (B) is incorrect because he doesn't whisper throughout the entire story. Choice (C) is incorrect because he never states whether or not he wants a dog. Choice (D) is incorrect because he is never tempted to tell Charlie the secret.
8	ELAGSE4W3e	4	N/A	See exemplar responses on page 39 and the four-point holistic rubric beginning on page 43.
9	ELAGSE4RI1	3	N/A	See scoring rubric and exemplar responses on page 40.
10	ELAGSE4W1b	4	N/A	See exemplar response on page 41 and the seven-point, two-trait rubric beginning on page 47.

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

### Item 5

#### 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 determine the theme and to explain the support for the theme.</li> <li>• Includes specific examples/details that make clear reference to the text</li> <li>• Adequately explains the theme and provides an explanation with clearly relevant information based on the text.</li> </ul>
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>• Gives limited evidence of the ability to determine the theme and to explain the support for the theme</li> <li>• Includes vague/limited examples/details that make reference to the text</li> <li>• Explains the theme and provides an explanation with vague/limited information based on the text</li> </ul>
0	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>• Gives no evidence of the ability to determine the theme or to explain the support for the theme</li> </ul>

#### Exemplar Response

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

## Item 8

To view the four-point holistic rubric for a text-based narrative response, see pages 43 and 44.

### Exemplar Response

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

## Item 9

## 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 refer to details and examples when supporting an inference and to explain that support</li> <li>• Includes specific examples/details that make clear reference to the texts</li> <li>• Adequately provides references, details, and examples or provides explanation with clearly relevant information based on the texts</li> </ul>
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>• Gives limited evidence of the ability to refer to details and examples when supporting an inference and to explain that support</li> <li>• Includes vague/limited examples/details that make reference to the texts</li> <li>• References details and examples or provides explanation with vague/limited information based on the texts</li> </ul>
0	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>• Gives no evidence of the ability to refer to details and examples when supporting an inference or to explain that support</li> </ul>

## Exemplar Response

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



**Item 10**

**The following is an example of a seven-point response. See the seven-point, two-trait rubric for a text-based opinion response on pages 47 and 48 to see why this example would earn the maximum number of points.**

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

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

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

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

OR

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

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

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

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

## ENGLISH LANGUAGE ARTS (ELA) WRITING RUBRICS

Grade 4 items that are not machine-scored—i.e., constructed-response, extended constructed-response, and extended writing-response items—are manually scored using either a holistic rubric or a two-trait rubric.

### Four-Point Holistic Rubric

#### Genre: Narrative

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

### Seven-Point, Two-Trait Rubric

#### Genre: Opinion or Informational/Explanatory

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

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

## Four-Point Holistic Rubric

### Genre: Narrative

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 and description, to develop rich, interesting experiences and events or show the responses of characters to situations</li> <li>Uses a variety of words and phrases consistently to signal the sequence of events</li> <li>Uses concrete words, phrases, and sensory language consistently and effectively to convey experiences and events precisely</li> <li>Provides a conclusion that follows from the narrated experiences or events</li> <li>Integrates ideas and details from source material effectively</li> <li>Has very few or no errors in usage and/or conventions that interfere with meaning*</li> </ul>
	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 and description, to develop experiences and events or show the responses of characters to situations</li> <li>Uses words and/or phrases to indicate sequence</li> <li>Uses words, phrases, and details to convey experiences and events</li> <li>Provides an appropriate conclusion</li> <li>Integrates some ideas and/or details from source material</li> <li>Has a few minor errors in usage and/or conventions that interfere with meaning*</li> </ul>
	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 and description, to develop experiences and events or show the responses of characters to situations</li> <li>Uses occasional signal words to indicate sequence</li> <li>Uses some words or phrases inconsistently to convey experiences and events</li> <li>Provides a weak or ambiguous conclusion</li> <li>Attempts to integrate ideas or details from source material</li> <li>Has frequent errors in usage and conventions that sometimes interfere with meaning*</li> </ul>

### Four-Point Holistic Rubric

#### Genre: Narrative (continued)

Writing Trait	Points	Criteria
<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>	1	<i>The student's response provides evidence of an attempt to write a narrative based on text as a stimulus.</i> <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 or description to develop experiences and events or show the responses of characters to situations</li> <li>• Uses words that are inappropriate, overly simple, or unclear</li> <li>• Provides few, if any, words that convey events</li> <li>• Provides a minimal or no conclusion</li> <li>• May use few, if any, ideas or details from source material</li> <li>• Has frequent major errors in usage and conventions that interfere with meaning*</li> </ul>
	0	<i>The student's response is flawed for various reasons and will receive a condition code:</i> The condition codes can be found on page 76 of this guide.

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

## Seven-Point, Two-Trait Rubric

### Trait 1 for Informational/Explanatory Genre

Writing Trait	Points	Criteria
<b>Idea Development, Organization, and Coherence</b> <i>This trait examines the writer's ability to effectively establish a controlling idea and to support the idea with evidence from the text(s) read and to elaborate on the idea with examples, illustrations, facts, and other details in order. The writer must integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence (from text that they have read) in order to create cohesion for an informative/explanatory essay.</i>	4	<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> <ul style="list-style-type: none"> <li>Effectively introduces a topic</li> <li>Groups related ideas together to give some organization to the writing</li> <li>Effectively develops the topic with multiple facts, definitions, concrete details, quotations, or other information and examples related to the topic</li> <li>Effectively uses linking words and phrases to connect ideas within categories of information</li> <li>Uses precise language and domain-specific vocabulary to explain the topic</li> <li>Provides a strong concluding statement or section related to the information or explanation presented</li> </ul>
	3	<i>The student's response is a complete informative/explanatory text that examines a topic and presents information based on a text as a stimulus.</i> <ul style="list-style-type: none"> <li>Introduces a topic</li> <li>Develops the topic with some facts, definitions, and details</li> <li>Groups some related ideas together to give partial organization to the writing</li> <li>Uses some linking words to connect ideas within categories of information, but relationships may not always be clear</li> <li>Uses some precise language and domain-specific vocabulary to explain the topic</li> <li>Provides a concluding statement or section</li> </ul>
	2	<i>The student's response is an incomplete or oversimplified informative/explanatory text that cursorily examines a topic.</i> <ul style="list-style-type: none"> <li>Attempts to introduce a topic</li> <li>Attempts to develop a topic with too few details, but not all of these are supported or relevant to the topic</li> <li>Ineffectively groups some related ideas together</li> <li>Uses few linking words to connect ideas, but not all ideas are well connected to the topic</li> <li>Uses limited language and vocabulary that does not clearly explain the topic</li> <li>Provides a weak concluding statement or section</li> </ul>
	1	<i>The student's response is a weak attempt to write an informative/explanatory text that examines a topic.</i> <ul style="list-style-type: none"> <li>May not introduce a topic or topic is unclear</li> <li>May not develop a topic</li> <li>May be too brief to group any related ideas together</li> <li>May not use any linking words to connect ideas</li> <li>Uses vague, ambiguous, or repetitive language</li> <li>Provides a minimal or no concluding statement or section</li> </ul>
	0	<i>The student's response is flawed for various reasons and will receive a condition code: The condition codes can be found on page 76 of this guide.</i>

## Seven-Point, Two-Trait Rubric

### Trait 2 for Informational/Explanatory Genre

Writing Trait	Points	Criteria
<b>Language Usage and Conventions</b> <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>Has clear and complete sentence structure, with appropriate range and variety</li> <li>Shows knowledge of language and its conventions when writing</li> <li>Any errors in usage and conventions do not interfere with meaning*</li> </ul>
	2	<i>The student's response demonstrates partial command of language usage and conventions.</i> <ul style="list-style-type: none"> <li>Has complete sentences, with some variety</li> <li>Shows some knowledge of language and its conventions when writing</li> <li>Has minor errors in usage and conventions with no significant effect on meaning*</li> </ul>
	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 its conventions when writing</li> <li>Has frequent errors in usage and conventions that interfere with meaning*</li> </ul>
	0	<i>The student's response is flawed for various reasons and will receive a condition code:</i> The condition codes can be found on page 76 of this guide.

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

## Seven-Point, Two-Trait Rubric

### Trait 1 for Opinion Genre

Writing Trait	Points	Criteria
<b>Idea Development, Organization, and Coherence</b>  <i>This trait examines the writer's ability to effectively establish a point of view and to support the opinion with reasons from the text(s) read. The writer must form an opinion from the text(s) in his/her own words and organize reasons for the opinion (from text that they have read) in order to create cohesion for an opinion essay.</i>	4	<i>The student's response is a well-developed opinion piece that effectively examines a topic and supports a point of view, with reasons, clearly based on text as a stimulus.</i> <ul style="list-style-type: none"> <li>Effectively introduces a topic and clearly states an opinion</li> <li>Creates an effective organizational structure that logically groups ideas and reasons to support the writer's purpose</li> <li>Provides clear reasons that are supported by facts and details</li> <li>Uses linking words and phrases effectively to connect opinions and reasons</li> <li>Provides a strong concluding statement or section related to the opinion presented</li> </ul>
	3	<i>The student's response is a complete opinion piece that examines a topic and supports a point of view based on text.</i> <ul style="list-style-type: none"> <li>Introduces a topic and states an opinion</li> <li>Provides some organizational structure that groups ideas and reasons to support the writer's purpose</li> <li>Provides reasons that are supported by facts</li> <li>Uses some linking words to connect opinions and reasons</li> <li>Provides a concluding statement or section related to the opinion presented</li> </ul>
	2	<i>The student's response is an incomplete or oversimplified opinion piece that examines a topic and partially supports a point of view based on text.</i> <ul style="list-style-type: none"> <li>Attempts to introduce a topic and state an opinion</li> <li>Attempts to provide some organization, but structure sometimes impedes the reader</li> <li>Attempts to provide reasons that are sometimes supported by facts</li> <li>Uses few linking words to connect opinions and reasons; connections are not always clear</li> <li>Provides a weak concluding statement or section that may not be related to the opinion</li> </ul>
	1	<i>The student's response is a weak attempt to write an opinion piece that examines a topic and does not support a text-based point of view.</i> <ul style="list-style-type: none"> <li>May not introduce a topic or state an opinion</li> <li>May not have any organizational structure evident</li> <li>May not provide reasons that are supported by facts</li> <li>May not use any linking words to connect opinions and reasons</li> <li>Provides a minimal or no concluding statement or section</li> </ul>
	0	<i>The student's response is flawed for various reasons and will receive a condition code: The condition codes can be found on page 76 of this guide.</i>



## Seven-Point, Two-Trait Rubric

### Trait 2 for Opinion Genre

Writing Trait	Points	Criteria
<b>Language Usage and Conventions</b>  <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>Has clear and complete sentence structure, with appropriate range and variety</li> <li>Shows knowledge of language and its conventions when writing</li> <li>Any errors in usage and conventions do not interfere with meaning*</li> </ul>
	2	<i>The student's response demonstrates partial command of language usage and conventions.</i> <ul style="list-style-type: none"> <li>Has complete sentences, with some variety</li> <li>Shows some knowledge of language and its conventions when writing</li> <li>Has minor errors in usage and conventions with no significant effect on meaning*</li> </ul>
	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 its conventions when writing</li> <li>Has frequent errors in usage and conventions that interfere with meaning*</li> </ul>
	0	<i>The student's response is flawed for various reasons and will receive a condition code:</i>  The condition codes can be found on page 76 of this guide.

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



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# 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. 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 include a limited sample of nationally norm-referenced items to provide a signal of how Georgia students are achieving relative to their peers nationally. The norm-referenced information provided is supplementary to the criterion-referenced 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 Grade 4 Mathematics EOG assessment consists of both operational items (contribute to a student's criterion-referenced and/or norm-referenced score) and field test items (newly written items that are being tried out and do not contribute to the student's score). A subset of the norm-referenced operational items have been verified as aligned to the course content standards by Georgia educators and will also contribute to the criterion-referenced score and Achievement Level designation. The other norm-referenced items will contribute only to the national percentile rank, which is provided as supplemental information.

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

The table on the following page outlines the number and types of items included on the Grade 4 Mathematics EOG assessment.

### Grade 4 Mathematics EOG Assessment Design

Description	Number of Items	Points for CR <sup>1</sup> Score	Points for NRT <sup>2</sup> Feedback
CR Selected-Response Items	39	39	0
NRT Selected-Response Items	20 <sup>3</sup>	9 <sup>4</sup>	20
CR Technology-Enhanced Items	1	2	0
CR Constructed-Response Items	2	4	0
CR Extended Constructed-Response Items	1	4	0
CR Field Test Items	10	0	0
<b>Total Items/Points<sup>5</sup></b>	<b>73</b>	<b>58</b>	<b>20</b>

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

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

<sup>3</sup>Of these items, approximately 9 will contribute to both the CR scores and NRT feedback. The other 11 of these items will contribute to NRT feedback only and will not impact the student's Achievement Level designation, scale score, or grade conversion.

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

<sup>5</sup>Of the 73 total items, 52 items contribute to the CR score, for a total of 58 points; 20 total items contribute to NRT feedback, for a total of 20 points.

The test will be given in two sections. Section 1 is divided into two parts. Students may have up to 85 minutes per section to complete Sections 1 and 2. The total estimated testing time for the Grade 4 Mathematics EOG assessment ranges from approximately 120 to 170 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).

## CONTENT MEASURED

The Grade 4 Mathematics assessment will measure the Grade 4 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 4 Mathematics are grouped into five domains: Operations and Algebraic Thinking, Numbers and Operations in Base 10, Numbers and Operations—Fractions, Measurement and Data, and Geometry. Each domain was created by organizing standards that share similar content characteristics. The content standards describe the level of expertise that

Grade 4 Mathematics educators should strive to develop in their students. Educators should refer to the content standards for a full understanding of the knowledge, concepts, and skills subject to be assessed on the EOG assessment.

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

## GRADE 4 MATHEMATICS: DOMAIN STRUCTURES AND CONTENT WEIGHTS

Domain	Standard		Approximate Weight
Operations and Algebraic Thinking	MGSE4.OA.1 MGSE4.OA.2 MGSE4.OA.3	MGSE4.OA.4 MGSE4.OA.5	20%
Numbers and Operations in Base 10	MGSE4.NBT.1 MGSE4.NBT.2 MGSE4.NBT.3	MGSE4.NBT.4 MGSE4.NBT.5 MGSE4.NBT.6	20%
Numbers and Operations—Fractions	MGSE4.NF.1 MGSE4.NF.2 MGSE4.NF.3 MGSE4.NF.4	MGSE4.NF.5 MGSE4.NF.6 MGSE4.NF.7	30%
Measurement and Data	MGSE4.MD.1 MGSE4.MD.2 MGSE4.MD.3 MGSE4.MD.4	MGSE4.MD.5 MGSE4.MD.6 MGSE4.MD.7 MGSE4.MD.8	20%
Geometry	MGSE4.G.1 MGSE4.G.2 MGSE4.G.3		10%

## ITEM TYPES

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

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

A technology-enhanced item is an innovative way to measure student skills and knowledge using scaffolding within a multi-step process. For Mathematics, there are two specific types of technology-enhanced items being used—a multiple-select item and a multiple-part item. In multiple-select items, the student is asked to pick two or three correct responses from five or six possible answer options. In multiple-part items, the student responds to a two-part item that combines multiple-choice and/or multiple-select items. For these item types, the student selects the responses from the choices provided or writes a response. A student receives two points for selecting all correct answers or partial credit is awarded for special combinations.

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 correct.

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

## MATHEMATICS DEPTH OF KNOWLEDGE EXAMPLE ITEMS

Example items that represent the applicable DOK levels across various Grade 4 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

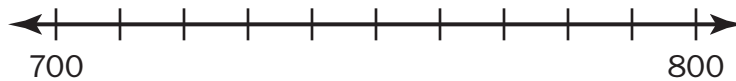
**Selected-Response:** 1 point

**DOK Level 1:**

**Mathematics Grade 4 Content Domain:** Numbers and Operations in Base 10

**Standard:** MGSE4.NBT.3. Use place value understanding to round multi-digit whole numbers to any place.

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



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

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

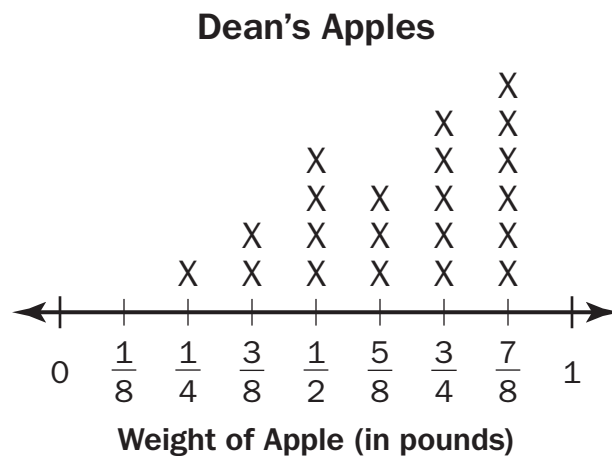
**Correct Answer:** A

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

**Example Item 2****Selected-Response:** 1 point**DOK Level 2:****Mathematics Grade 4 Content Domain:** Measurement and Data

**Standard:** MGSE4.MD.4. Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}, \frac{1}{4}, \frac{1}{8}$ ). Solve problems involving addition and subtraction of fractions with common denominators by using information presented in line plots. *For example, from a line plot, find and interpret the difference in length between the longest and shortest specimens in an insect collection.*

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



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

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

**Correct Answer:** C

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

**Example Item 3****Selected-Response:** 1 point**DOK Level 3:****Mathematics Grade 4 Content Domain:** Operations and Algebraic Thinking

**Standard:** MGSE4.OA.3. Solve multistep word problems with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a symbol or letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

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

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

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

**Correct Answer:** D

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

## MATHEMATICS ADDITIONAL SAMPLE ITEMS

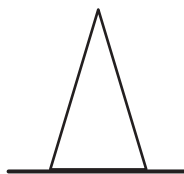
This section has two parts. The first part is a set of 13 sample items for the Mathematics portion of the EOG assessment. The second part contains a table that shows for each item the standard assessed, the DOK level, the correct answer (key), and a rationale/explanation about the key and distractors. The sample items can be utilized as a mini-test to familiarize students with the item formats found on the assessment.

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

### Item 1

**Selected-Response:** 1 point

Kaley is drawing a symmetrical design. She uses the line shown as the line of symmetry.



Which of these shows how Kaley should draw a triangle that touches the line of symmetry to create her symmetrical design?

- A.
- B.
- C.
- D.



**Item 2****Selected-Response:** 1 point

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

**Fraction of Ribbon Cut**

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

Which student cut the longest piece of ribbon?

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

**Item 3****Selected-Response:** 1 point

Robert has 144 pennies equally grouped in 9 rows.

What is the number of pennies in each row?

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

**Item 4****Selected-Response:** 1 point**The table shows the heights of four children.****Heights of Children**

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

**Which two children are the tallest?****(12 inches = 1 foot)**

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

**Item 5****Selected-Response:** 1 point**Which shape has the same number of PAIRS of parallel sides as a square?**

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

**Item 6**

**Selected-Response:** 1 point

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

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

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

**Item 7**

**Selected-Response:** 1 point

Which number is a prime number?

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

**Item 8****Selected-Response:** 1 point

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

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

A.  $3 + \square = 12$

B.  $\square - 3 = 12$

C.  $\square \times 3 = 12$

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

**Item 9****Technology-Enhanced:** 2 points**Part A**

A factor pair of 93 is 1 and 93.

What is another factor pair of 93?

- A. 3 and 9
- B. 3 and 31
- C. 9 and 10
- D. 3 and 90

**Part B**

Select TWO numbers that are multiples of 8.

- A. 8
- B. 22
- C. 56
- D. 68
- E. 84

**Item 10**

**Technology-Enhanced:** 2 points

Yolanda has  $\frac{4}{5}$  of a bag of dog food remaining. She will place the remaining amount of dog food into smaller bags.

Select **THREE** equations that can represent amounts of dog food Yolanda can place into smaller bags.

A.  $\frac{4}{5} = \frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5}$

B.  $\frac{4}{5} = \frac{2}{3} + \frac{2}{2}$

C.  $\frac{4}{5} = \frac{4}{1} + \frac{1}{5}$

D.  $\frac{4}{5} = \frac{3}{5} + \frac{1}{5}$

E.  $\frac{4}{5} = \frac{2}{5} + \frac{1}{5} + \frac{1}{5}$

F.  $\frac{4}{5} = \frac{1}{5} + \frac{4}{5}$

**Item 11****Technology-Enhanced:** 2 points

Katie buys a container that has 24 ounces of iced tea mix. This container has enough iced tea mix to make 10 quarts of iced tea.

**Part A**

Which quantity is equivalent to 10 quarts?

(1 cup = 8 ounces)

(4 cups = 1 quart)

(1 gallon = 4 quarts)

(2 cups = 1 pint)

- A. 2 gallons
- B. 3 pints
- C. 32 ounces
- D. 40 cups

**Part B**

Katie used  $1\frac{1}{2}$  tablespoons of iced tea mix for every cup of water. She used 6 cups of water to make some iced tea.

Which statement describes the number of tablespoons of iced tea mix and the number of ounces of water Katie used?

- A. Katie used 9 tablespoons of iced tea mix and 14 ounces of water.
- B. Katie used 9 tablespoons of iced tea mix and 48 ounces of water.
- C. Katie used 12 tablespoons of iced tea mix and 14 ounces of water.
- D. Katie used 12 tablespoons of iced tea mix and 48 ounces of water.

**Item 12****Constructed-Response:** 2 points

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

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

Explain each step you used to find your answer and write your answer on the line.

\_\_\_\_\_ kites

_____
_____
_____
_____
_____
_____

**Item 13****Extended Constructed-Response:** 4 points

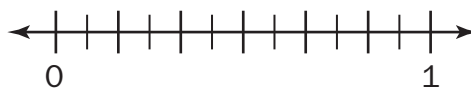
Miguel and Lenny paint a large picture on the wall of their clubhouse. They divide the picture into 12 equal sections.

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

What could be the number of sections Miguel paints?

What could be the number of sections Lenny paints?

Explain how you can prove that both of these could be the number of sections that Miguel and Lenny each paint on Monday. You may use the number line. Write your answer on the lines in the space provided.



<hr/> <hr/> <hr/>
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Part B: On Tuesday, they paint  $\frac{3}{12}$  of the picture. On Wednesday, they paint  $\frac{2}{12}$  of the picture.


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

Explain each step you used to find your answer. Write your answer on the lines in the space provided.

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

_____
_____
_____
_____
_____
_____

## MATHEMATICS ADDITIONAL SAMPLE ITEM KEYS

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
1	MGSE4.MD.3	2	A	<p>The correct answer is choice (A).</p>  <p>When the triangle is folded across the line, it will produce an upside-down triangle. Choices (B), (C), and (D) are incorrect because they will not result in a symmetrical design.</p>
2	MGSE4.NF.2	2	B	<p>The correct answer is choice (B) Sue. Sue's piece is equivalent to <math>\frac{1}{2}</math>. All of the other pieces are less than <math>\frac{1}{2}</math>. Choice (A) is incorrect because it is the student with the shortest piece. Choice (C) is incorrect because <math>\frac{1}{4}</math> is less than <math>\frac{2}{4}</math>. Choice (D) is incorrect because <math>\frac{2}{8}</math> is less than <math>\frac{2}{4}</math>.</p>
3	MGSE4.NBT.6	2	C	<p>The correct answer is choice (C) 16. When 144 pennies are equally grouped into 9 rows, there are 16 pennies in each row. <math>9 \times 16 = 144</math>. Choice (A) is incorrect because it is the result of failing to regroup the remainder after dividing 14 tens by 9. Choice (B) is incorrect because it is the result of dividing 14 tens by 9 to get the tens digit and 44 ones by 9 to get the ones digit. Choice (D) is incorrect because it is the result of a computation error.</p>
4	MGSE4.MD.1	2	C	<p>The correct answer is choice (C) Kim and Steve. 3 feet 8 inches is equivalent to 44 inches. 1 foot, 9 inches is equivalent to 21 inches. The greatest height in the table is 44 inches, and Kim and Steve share that height. Choice (A) is incorrect because it is the result of confusing 3 feet 8 inches with 38 inches. Choices (B) and (D) incorrectly identify one of the children.</p>
5	MGSE4.G.2	2	C	<p>The correct answer is choice (C) Rhombus. A square has two PAIRS of parallel sides, as does a rhombus. Choices (A), (B), and (D) are incorrect because the figures cannot have two PAIRS of parallel sides.</p>

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
6	MGSE4.NF.3c	2	A	The correct answer is choice (A) $2\frac{4}{8}$ pans. $\frac{5}{8} - \frac{1}{8} = \frac{4}{8}$ and $5 - 3 = 2$ . Choice (B) is incorrect because the numerators were subtracted incorrectly. Choice (C) is incorrect because it is the result of adding the whole numbers and subtracting the fractions. Choice (D) is incorrect because it is the result of adding instead of subtracting.
7	MGSE4.OA.4	1	D	The correct answer is choice (D) 47. A prime number is only divisible by 1 and itself. Choice (A) is incorrect because 15 is divisible by 3 and 5. Choice (B) is incorrect because 21 is divisible by 3 and 7. Choice (C) is incorrect because 33 is divisible by 3 and 11.
8	MGSE4.OA.2	2	C	The correct answer is choice (C) $\square \times 3 = 12$ ; $\square = 4$ . Since the apples weigh 3 times more than the oranges, $\square \times 3$ represents the weight of the apples. Since the apples weigh 12 pounds, $\square \times 3 = 12$ and $\square = 4$ . Choices (A) and (B) are incorrect because they use an incorrect operation to represent the relationship. Choice (D) is incorrect because it divides the numbers in the wrong order.
9	GSE-1: 4.OA.4	2	Part A: B Part B: A, C	See scoring rubric on page 68.
10	GSE-1: 4.NF.3b	2	A/D/E	See scoring rubric on page 69.
11	GSE-1: 4.MD.1	3	Part A: D Part B: B	See scoring rubric on page 70.
12	MGSE4.NBT.3	2	N/A	See scoring rubric and exemplar responses beginning on page 70.
13	MGSE4.NF.3d	2	N/A	See scoring rubric and exemplar responses beginning on page 72.

**MATHEMATICS EXAMPLE SCORING RUBRICS AND EXEMPLAR RESPONSES****Item 9****Scoring Rubric**

<b>Points</b>	<b>Description</b>
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"><li>• A score of 2 indicates complete understanding of how to find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number.</li><li>• The student determines that the correct answer for Part A is Choice (B). AND</li><li>• The student determines that the correct answers for Part B are Choice (A) and Choice (C).</li></ul>
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"><li>• A score of 1 indicates a partial understanding of how to find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number.</li><li>• The student determines that the correct answer for Part A is Choice (B). OR</li><li>• The student determines that the correct answers for Part B are Choice (A) and Choice (C).</li></ul>
0	<p>The response achieves the following:</p> <ul style="list-style-type: none"><li>• A score of 0 indicates limited to no understanding of how to find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number.</li></ul>

## Item 10

## Scoring Rubric

Points	Description
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>A score of 2 indicates complete understanding of how to decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation.</li> <li>The student selects Choice (A), Choice (D), and Choice (E).</li> </ul>
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>A score of 1 indicates a partial understanding of how to decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation.</li> <li>The student selects Choice (A) and Choice (D), with or without an additional incorrect answer. OR</li> <li>The student selects Choice (A) and Choice (E), with or without an additional incorrect answer. OR</li> <li>The student selects Choice (D) and Choice (E), with or without an additional incorrect answer.</li> </ul>
0	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>A score of 0 indicates limited to no understanding of how to decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation.</li> <li>The student selects Choice (A), with or without any additional incorrect answers. OR</li> <li>The student selects Choice (D), with or without any additional incorrect answers. OR</li> <li>The student selects Choice (E), with or without any additional incorrect answers. OR</li> <li>The student does not select any correct answers.</li> </ul>

## Item 11

## Scoring Rubric

Points	Description
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>A score of 2 indicates complete understanding of the relative sizes of measurement units within one system of units.</li> <li>The student determines that the correct answer for Part A is Choice (D). AND</li> <li>The student determines that the correct answer for Part B is Choice (B).</li> </ul>
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>A score of 1 indicates a partial understanding of the relative sizes of measurement units within one system of units.</li> <li>The student determines that the correct answer for Part A is Choice (D). OR</li> <li>The student determines that the correct answer for Part B is Choice (B).</li> </ul>
0	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>A score of 0 indicates limited to no understanding of the relative sizes of measurement units within one system of units.</li> </ul>

## Item 12

## Scoring Rubric

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

## Exemplar Response

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

## Item 13

## Scoring Rubric

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



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

### Exemplar Response

Points Awarded	Sample Response
4	<p>One of the following combinations:</p> <p>Miguel: 4    Lenny: 3  Miguel: 5    Lenny: 2  Miguel: 6    Lenny: 1</p> <p>(OR other valid response in which Miguel's fraction is greater than Lenny's.)</p> <p>AND</p> <p>If I start on four out of the twelve sections and count ahead 3 more twelfths on the number line, I end up on seven out of the twelve sections. If I start on five out of the twelve sections and count ahead 2 more twelfths on the number line, I also end up on seven out of the twelve sections.</p> <p>AND</p> <p>3 plus 2 equals 5  7 minus 2 equals 5</p> <p>AND</p> <p>2 sections more</p>

Points Awarded	Sample Response
3	<p>The student does any 3 of the following:</p> <p>a) Gives a combination that adds up to 7 with Miguel's number of sections being larger than the number of Lenny's sections.</p> <p>b) Uses the number line to explain that both given combinations have a sum of 7 sections.</p> <p>c) Uses a valid process to find the difference between number of sections of the picture painted Monday and the fraction painted both Tuesday and Wednesday.</p> <p>d) Finds the correct difference of 2 sections more.</p>
2	<p>The student does any 2 of the following:</p> <p>a) Gives a combination that adds up to 7 with Miguel's number of sections being larger than the number of Lenny's sections.</p> <p>b) Uses the number line to explain that both given combinations have a sum of 7 sections.</p> <p>c) Uses a valid process to find the difference between number of sections of the picture painted Monday and the fraction painted both Tuesday and Wednesday.</p> <p>d) Finds the correct difference of 2 sections more.</p>
1	<p>The student does any 1 of the following:</p> <p>a) Gives a combination that adds up to 7 with Miguel's number of sections being larger than the number of Lenny's sections.</p> <p>b) Uses the number line to explain that both given combinations have a sum of 7 sections.</p> <p>c) Uses a valid process to find the difference between number of sections of the picture painted Monday and the fraction painted both Tuesday and Wednesday.</p> <p>d) Finds the correct difference of 2 sections more.</p>
0	Response is irrelevant, inappropriate, or not provided.

## APPENDIX A: LANGUAGE PROGRESSIVE SKILLS, BY GRADE

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

Standard	Grade(s)									
	3	4	5	6	7	8	9–10	11–12		
<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</i> ; <i>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

## APPENDIX B: CONDITION CODES

### Condition Codes (Non-Score)

The student response is flawed for various reasons and will receive a condition code (non-score).

Students who receive a condition code (non-score) have a score of zero (0).

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

Non-Score (Code)	Performance Scoring: Non-Score (Code) Description	Full Description
<b>B</b>	<b>Blank</b>	<ul style="list-style-type: none"> <li>Blank</li> <li>Student's response did not contain words.</li> <li>In some instances, student may have drawn pictures.</li> </ul>
<b>C</b>	<b>Copied</b>	<ul style="list-style-type: none"> <li>Student's response is not his/her own work.</li> <li>Student does not clearly attribute words to the text(s).</li> <li>Student copies from the text(s) that serve(s) as writing stimulus.</li> </ul>
<b>I</b>	<b>Too Limited to Score</b>	<ul style="list-style-type: none"> <li>Student's response is not long enough to evaluate his/her ability to write to genre or his/her command of language conventions.</li> </ul>
<b>F</b>	<b>Non-English/ Foreign Language</b>	<ul style="list-style-type: none"> <li>Written in some language other than English</li> <li>The writing items/tasks on the test require the student to write in English.</li> </ul>
<b>T</b>	<b>Off Topic/Off Task</b>	<ul style="list-style-type: none"> <li>Student may have written something that is totally off topic (e.g., major portion of response is unrelated to the assigned task).</li> <li>Student response did not follow the directions of the assigned task (i.e., off task).</li> </ul>
<b>U</b>	<b>Unreadable/ Illegible/ Incomprehensible</b>	<ul style="list-style-type: none"> <li>Response is unreadable.</li> <li>An illegible response does not contain enough recognizable words to provide a score.</li> <li>An incomprehensible paper contains few recognizable English words, or it may contain recognizable English words arranged in such a way that no meaning is conveyed.</li> </ul>
<b>S</b>	<b>Offensive</b>	<ul style="list-style-type: none"> <li>Student uses inappropriate or offensive language or pictures.</li> </ul>

END OF GRADE 4  
*EOG ASSESSMENT GUIDE*

Assessment Guide  
Grade 4  
End-of-Grade

