

Georgia Milestones

Assessment System



Study/Resource Guide for Students and Parents

Grade 7



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

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

Study/Resource Guide

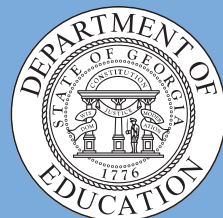


Table of Contents

THE GEORGIA MILESTONES ASSESSMENT SYSTEM	3
HOW TO USE THIS GUIDE	4
PREPARING FOR TAKING TESTS	5
OVERVIEW OF THE END-OF-GRADE ASSESSMENT	6
TYPES OF ITEMS	6
DEPTH OF KNOWLEDGE	8
ENGLISH LANGUAGE ARTS (ELA)	11
DESCRIPTION OF TEST FORMAT AND ORGANIZATION	11
CONTENT	11
ITEM TYPES	11
ENGLISH LANGUAGE ARTS (ELA) DEPTH OF KNOWLEDGE EXAMPLE ITEMS	12
ENGLISH LANGUAGE ARTS (ELA) CONTENT DESCRIPTION AND ADDITIONAL SAMPLE ITEMS .	24
ENGLISH LANGUAGE ARTS (ELA) ADDITIONAL SAMPLE ITEM KEYS	63
ENGLISH LANGUAGE ARTS (ELA) SAMPLE SCORING RUBRICS AND EXEMPLAR RESPONSES .	67
ENGLISH LANGUAGE ARTS (ELA) WRITING RUBRICS	75
MATHEMATICS	84
DESCRIPTION OF TEST FORMAT AND ORGANIZATION	84
CONTENT	84
ITEM TYPES	84
MATHEMATICS DEPTH OF KNOWLEDGE EXAMPLE ITEMS	85
MATHEMATICS CONTENT DESCRIPTION AND ADDITIONAL SAMPLE ITEMS	93
MATHEMATICS ADDITIONAL SAMPLE ITEM KEYS	122
MATHEMATICS SAMPLE SCORING RUBRICS AND EXEMPLAR RESPONSES	127
APPENDIX: LANGUAGE PROGRESSIVE SKILLS, BY GRADE	134

THE GEORGIA MILESTONES ASSESSMENT SYSTEM



Dear Student,

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

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

Get ready—open this guide—and get started!

HOW TO USE THIS GUIDE

Let's get started!

* **Get it together!**

- This guide
- Pen or pencil
- Highlighter
- Paper
- Scientific Calculator



* **Gather materials**

- Classroom notebooks
- Textbooks

* **Study space**

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

* **Study time**

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

* **Study buddy**

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

* **Test-taking help**

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

PREPARING FOR TAKING TESTS

Getting ready!



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

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

Try your best!

OVERVIEW OF THE END-OF-GRADE ASSESSMENT

What is on the End-of-Grade Assessment?

- * English Language Arts (ELA)
- * Mathematics

TYPES OF ITEMS

- * **Selected-response items**—also called multiple-choice questions
 - English Language Arts (ELA) and Mathematics
 - There is a question, problem, or statement that is followed by four answer choices.
 - There is only ONE right answer, so read EACH answer choice carefully.
 - Start by eliminating the answers that you know are wrong.
 - Then look for the answer that is the BEST choice.
- * **Technology-enhanced items**—also called multi-part or multi-select questions
 - English Language Arts (ELA), Mathematics, Science, and Social Studies
 - There is a question, problem, or statement.
 - In a multiple-select question, you will be asked to select more than one right answer.
 - In an evidence-based selected-response (EBSR) question, you will be asked to answer the first part of the question. Then, you will answer the second part of the question based on how you answered the first part.
 - Read the directions for each question carefully.
 - Start by eliminating the answers you know are wrong.
- * **Constructed-response items**
 - English Language Arts (ELA) and Mathematics
 - There is a question, problem, or statement but no answer choices.
 - You have to write your answer or work out a problem.
 - Read the question carefully and think about what you are asked to do.
 - In English Language Arts (ELA), go back to the passage to look for details and information.
 - You will be scored on accuracy and how well you support your answer with evidence.
- * **Extended constructed-response items**
 - English Language Arts (ELA) and Mathematics
 - These are similar to the constructed-response items.
 - Sometimes they have more than one part, or they require a longer answer.
 - Check that you have answered all parts of the question.

* **Extended writing-response**

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

DEPTH OF KNOWLEDGE

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

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

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

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

Level 1 (Recall of Information)

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

Level 2 (Basic Reasoning)

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

Level 3 (Complex Reasoning)

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

Level 4 (Extended Reasoning)

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

Depth of Knowledge

Level 1—Recall of Information

Level 1 asks you to identify, list, or define. You may be asked to recall *who*, *what*, *when*, and *where*. You may also be asked to recall facts and terms or identify information in documents, quotations, maps, charts, tables, graphs, or illustrations. Items that ask you to “describe” and/or “explain” could be Level 1 or Level 2. A Level 1 item requires that you just recall, recite, or repeat information.

Skills Demonstrated	Question Cues
<ul style="list-style-type: none"> • Make observations • Recall information • Recognize formulas, properties, patterns, processes • Know vocabulary, definitions • Know basic concepts • Perform one-step processes • Translate from one representation to another • Identify relationships 	<ul style="list-style-type: none"> • Tell who, what, when, or where • Find • List • Define • Identify; label; name • Choose; select • Compute; estimate • Express as • Read from data displays • Order

Level 2—Basic Reasoning

Level 2 includes some thinking that goes beyond recalling or repeating a response. A Level 2 “describe” and/or “explain” item would require that you go beyond a description or explanation of information to describe and/or explain a result or “how” or “why.”

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

Level 3—Complex Reasoning

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

Skills Demonstrated	Question Cues
<ul style="list-style-type: none"> • Solve an open-ended problem with more than one correct answer • Create a pattern • Generalize from given facts • Relate knowledge from several sources • Draw conclusions • Translate knowledge into new contexts • Compare and discriminate between ideas • Assess value of methods, concepts, theories, processes, and formulas • Make choices based on a reasoned argument • Verify the value of evidence, information, numbers, and data 	<ul style="list-style-type: none"> • Plan; prepare • Create; design • Ask “what if?” questions • Generalize • Justify; explain why; support; convince • Assess • Rank; grade • Test; judge • Recommend • Select • Conclude

Level 4—Extended Reasoning

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

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

ENGLISH LANGUAGE ARTS (ELA)

DESCRIPTION OF TEST FORMAT AND ORGANIZATION

The Grade 7 English Language Arts (ELA) EOG assessment has a total of 61 items.

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

The test will be given in three sections.

- Section 1 will be given on Day 1. You will be given a maximum of 90 minutes to complete the section.
- Sections 2 and 3 will be given over one or two days. You may have up to 85 minutes to complete each section.

CONTENT

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

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

- Reading and Vocabulary
- Writing and Language

There are two kinds of texts—literary and informational text.

There are two kinds of essays students may be asked to write—an argumentative essay and an informational/explanatory essay.

Students will also write an extended constructed-response using narrative techniques. Students may be asked to continue a story or perhaps write a new beginning, for example. The stimulus text may be literary or informational. (Item 5 on page 30 gives an example of a prompt that requires a narrative response.)

ITEM TYPES

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

ENGLISH LANGUAGE ARTS (ELA) DEPTH OF KNOWLEDGE EXAMPLE ITEMS

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

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

Example Item 1

Selected-Response

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

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

Standard: ELAGSE7L1b. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

Read this sentence.

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

Which type of sentence is this?

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

Correct Answer: B

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

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

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

As you read the passages, think about details you may use in an informational essay about providing food to wild birds.

These are the titles of the passages you will read:

1. Stop Feeding Wild Birds
2. For the Birds

Stop Feeding Wild Birds

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

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

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

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

For the Birds

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

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

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

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

Example Item 2

Selected-Response

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

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

Genre: Informational

Standard: ELAGSE7L4a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

Which is the **BEST** definition for the phrase *relative seclusion* as it is used in the excerpt from “Stop Feeding Wild Birds”?

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

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

Correct Answer: C

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

Scoring Rubric

Points	Description
2	<p>The exemplar shows a full-credit response. It achieves the following:</p> <ul style="list-style-type: none">• Gives sufficient evidence of the ability to analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts• Includes specific examples/details that make clear reference to the texts• Adequately contrasts the authors' support for arguments with clearly relevant information based on the texts
1	<p>The exemplar shows a 1-point response. It achieves the following:</p> <ul style="list-style-type: none">• Gives limited evidence of the ability to analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts• Includes vague/limited examples/details that make reference to the texts• Contrasts the authors' support for arguments with vague/limited information based on the texts
0	<p>The exemplar shows a response that would earn no credit. It achieves the following:</p> <ul style="list-style-type: none">• Gives no evidence of the ability to analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts

Exemplar Response

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

Example Item 4

Extended Writing-Response

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

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

Genre: Informational

Standards:

ELAGSE7W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

ELAGSE7L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

ELAGSE7L2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

WRITING TASK

Many people are interested in providing food to wild birds.

Think about the ideas in BOTH passages. Then write an **informational essay** in your own words explaining the factors people should consider before feeding wild birds.

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

Writer’s Checklist

Be sure to:

- Introduce the topic clearly, provide a focus, and organize information in a way that makes sense.
- Use information from the two passages so that your essay includes important details.
- Develop the topic with facts, definitions, details, quotations, or other information and examples related to the topic.
- Identify the passages by title or number when using details or facts directly from the passages.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages.
- Use appropriate and varied transitions to connect ideas and to clarify the relationships among ideas and concepts.
- Use clear language and vocabulary.
- Establish and maintain a formal style.
- Provide a conclusion that supports the information presented.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

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

Blank writing area with horizontal lines for the student's response.

The following is an example of a seven-point response. See the seven-point, two-trait rubric for a text-based informational/explanatory response on pages 78 and 79 to see why this example would earn the maximum number of points.

Example of a Seven-Point Response:

Wild birds are everywhere. People love to watch birds and listen to their beautiful songs. Many people are interested in providing food to wild birds. However, if you wish to feed wild birds, there are important factors to consider.

First, birds need special nutrition to stay healthy. Some people feed them things like bread, crackers, or popcorn. These foods do not have enough protein. If you wish to feed birds, find out which foods are healthiest for them. Use birdseed that is especially made for the type of bird you are looking to feed. Birds also need to drink water. There may not be enough natural water supplies in your area. It is a good idea to set up a birdbath to provide extra drinking water for the birds.

Second, some birds can get diseases at artificial feeding sites. To prevent disease, make a feeding station that is at least a few inches above the ground and has holes for water to drain out. This is healthier for birds than eating seed that is sprinkled directly on the ground. Also, disease can spread more easily when large numbers of birds gather at a feeding station. To limit the number of birds at your feeder, try putting out smaller amounts of seed. Or, you can use special seeds or feeders that only attract certain types of birds.

Finally, birds are wild animals. They are not pets. They must be able to find their own food in the wild. If people feed them too often, they may start to rely on feeders instead of flying to where they can find food in nature. They might even get aggressive because they are competing for food, or they might lose their fear of humans and not be wild anymore. Therefore, if you feed birds, it may be better not to feed them too often. Wait until the feeder is empty before filling it again. This will give the birds a chance to seek out other sources of food. Also, try to wait until after the time the birds in your area normally migrate. This way, you will not cause any birds to delay their migration. For example, it might be best to feed birds only in the middle of winter instead of putting out food in the spring or fall when birds are migrating to new areas.

Feeding birds can be a fun hobby. But people must be careful to feed birds the right kind of food, in the right type of feeding station, and at the right time of year. They should also be careful not to feed too much. This way, birds can stay healthy and wild, just the way birds are supposed to be.

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

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

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

Unit 1: Reading Literary Text

READING PASSAGES: LITERARY TEXT

CONTENT DESCRIPTION

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

Key Ideas and Details

- Think about the passage and visualize, or make a mental picture, as you read.
- Look for ideas and details that tell you what the passage is about.
- Use these ideas and details when writing or speaking about the passage.
- Look for a theme and/or central idea as you read. Think about how the author develops and supports this theme or central idea over the course of the passage.
- Think about how particular elements of a passage interact (e.g., how settings shape the characters or plot, how conflict drives the action in a passage).
- Summarize the passage in a way that makes it impossible to determine your personal feelings about the passage.

Craft and Structure

- Make sure you understand the words and phrases as you read, including the impact of figurative language (e.g., metaphor, simile, hyperbole, personification, idiom).
- Think about how sound contributes to meaning, tone, or mood in a passage.
- Think about how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- Think about how characters and narrators may have differing points of view and understand how these differences are developed by the author.

Integration of Knowledge and Ideas

- When reading nonfiction passages and fictional passages addressing the same time period, compare and contrast how the two passages approach the historical period.
- Think about setting, plot, characterization, and other narrative elements in passages and compare these elements to aspects of a historical account of an event.

KEY TERMS

Literary texts: Literary texts are passages that are stories, dramas, or poems. (RL)

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

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

Central idea: The central idea is the most important point or idea that the author is making in a passage. The central idea is also known as the main idea. (RL2)

Objective summary: An objective summary is an overview of a passage that captures the main points but does not give every detail and does not include opinions. (RL2)

Plot: The specific order of a series of events that form a story is known as the plot. (RL3)

Characterization: Characterization refers to the way an author develops a character over the course of a passage. (RL3)

Setting: Setting refers to where and when a story takes place, including the time of day, the season, or the location. (RL3)

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

Figurative language: To understand figurative language, you need to distinguish between literal and figurative meanings of words and phrases. **Literal** refers to the actual meaning of a word or phrase. For example, if someone tells you to *open the door*, you can open a physical door. If someone tells you to *open the door to your heart*, you are not expected to find a door in your chest. Instead, you open up your feelings and emotions. (RL4)

The following are examples of figurative language:

- **Personification:** When a writer describes an object as if it were a person, he or she is using personification. For example, *The trees sighed in the afternoon breeze*. The trees cannot really sigh but seemed to as they moved gently in the breeze. (RL4)
- **Simile:** A simile is a comparison using *like* or *as*. For example, *She is as pretty as a picture*. (RL4)
- **Metaphor:** A metaphor is a direct comparison that states one thing is another. It isn't meant to be literal, but descriptive. For example, if someone describes recess by saying that *it was a zoo*, he or she is using a metaphor. Recess was chaotic, with lots of different people running around; it was not literally a zoo. (RL4)
- **Hyperbole:** Hyperbole is exaggeration beyond belief. *My father can lift two tons* is an example of hyperbole. (RL4)
- **Idiom:** An idiom is a quirky expression or saying that is specific to a language. *I've been on cloud nine all day!* is an expression used in the English language to express that someone is having a great day. (RL4)
- **Alliteration:** Alliteration is the use of the same sound to start several words in a row. For example, *The beautiful butterfly blew by the bay*. Literary devices such as alliteration can have a big impact on poems, stories, and dramas. (RL4)

Connotative meaning: A meaning beyond the explicit meaning of a word is known as a connotative meaning. For example, the word *childlike* connotes innocence. Connotations are meanings inferred from certain words. (RL4)

Soliloquy: A soliloquy is a speech in a literary text or drama in which a character tells the audience how he or she feels by talking to herself or himself. A soliloquy can help the audience gain understanding of a character's inner thoughts, feelings, and motivations. (RL5)

Sonnet: A sonnet is a form of poetry that contains fourteen lines and a special rhyme scheme. A sonnet contains four **stanzas**, or sections of a poem. The first three stanzas in a sonnet have four lines each and follow the rhyme scheme *abab*, in which every other line rhymes. The final stanza has two lines that follow the rhyme scheme *cc*, in which the final two lines rhyme. (RL5)

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

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

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

Historical account: A historical account is a factual description of situations, occasions, or events that actually occurred in the past. By contrast, a **fictional portrayal** is an imaginative description of situations, occasions, or events that may or may not have actually happened in the past. If a fictional portrayal is based on actual historical events, details may be changed or characters may be added by the author to enhance the situation for greater emotional impact. (RL9)

Important Tips

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

Sample Items 1–5

Read the passage and answer questions 1 through 5.

Around the World in Eighty Days

by Jules Verne

- 1 Mr. Phileas Fogg lived, in 1872, at No. 7, Saville Row, Burlington Gardens, the house in which Sheridan died in 1814. He was one of the most noticeable members of the Reform Club, though he seemed always to avoid attracting attention; an enigmatical¹ personage, about whom little was known, except that he was a polished man of the world. People said that he resembled Byron—at least that his head was Byronic; but he was a bearded, tranquil² Byron, who might live on a thousand years without growing old. . . .
- 2 Was Phileas Fogg rich? Undoubtedly. But those who knew him best could not imagine how he had made his fortune, and Mr. Fogg was the last person to whom to apply for the information. He was not lavish, nor, on the contrary, avaricious,³ for, whenever he knew that money was needed for a noble, useful, or benevolent⁴ purpose, he supplied it quietly and sometimes anonymously. He was, in short, the least communicative of men. He talked very little, and seemed all the more mysterious for his taciturn⁵ manner. His daily habits were quite open to observation; but whatever he did was so exactly the same thing that he had always done before, that the wits of the curious were fairly puzzled.
- 3 Had he travelled? It was likely, for no one seemed to know the world more familiarly; there was no spot so secluded that he did not appear to have an intimate acquaintance with it. He often corrected, with a few clear words, the thousand conjectures⁶ advanced by members of the club as to lost and unheard-of travelers, pointing out the true probabilities, and seeming as if gifted with a sort of second sight, so often did events justify his predictions. He must have travelled everywhere, at least in the spirit. . . .
- 4 Phileas Fogg was not known to have either wife or children, which may happen to the most honest people; either relatives or near friends, which is certainly more unusual. He lived alone in his house in Saville Row, whither none penetrated. A single domestic sufficed to serve him. He breakfasted and dined at the club, at hours mathematically fixed, in the same room, at the same table, never taking his meals with other members, much less bringing a guest with him; and went home at exactly midnight, only to retire at once to bed. . . . When he chose to take a walk it was with a regular step in the entrance hall with its mosaic flooring, or in the circular gallery. . . . When he breakfasted or dined all the resources of the club—its kitchens and pantries, its buttery and dairy—aided to crowd his table . . . he was served by the gravest waiters, in dress coats, and shoes with swan-skin soles . . . and on the finest linen; . . . while his beverages were refreshingly cooled with ice, brought at great cost from the American lakes. . . .

¹enigmatical—mysterious

²tranquil—calm

³avaricious—greedy

⁴benevolent—kind

⁵taciturn—silent

⁶conjectures—guesses

Item 1

Selected-Response

How does the description in paragraph 4 shape the character of Phileas Fogg?

- A. It shows that Fogg tends to live an isolated life.
- B. It reveals that Fogg finds it difficult to trust others.
- C. It demonstrates that Fogg is largely misunderstood.
- D. It suggests that Fogg is often in conflict with people.

Item 2

Selected-Response

Read this excerpt from the story.

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

Which central idea of the story does this excerpt help to develop?

- A. Phileas Fogg is not well understood by others.
- B. Phileas Fogg has difficulty making friends.
- C. Phileas Fogg tries to disguise himself.
- D. Phileas Fogg is not confident in himself.

Item 3**Selected-Response**

Read the sentence from paragraph 4 of the passage.

He lived alone in his house in Saville Row, whither none penetrated. A single *domestic* sufficed to serve him.

What is the meaning of the word *domestic* in the sentence?

- A. someone who works in business
- B. someone who does farm work
- C. someone who works at a club
- D. someone who does household work

Item 4**Evidence-Based Selected-Response Technology-Enhanced**

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

Part A

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

- A. He is a person of strict habits.
- B. He writes about his travels.
- C. He has become wealthy from investments in charities.
- D. He frequently entertains friends in his large home.

Part B

Which paragraph from the passage BEST supports your answer in Part A?

- A. paragraph 1
- B. paragraph 2
- C. paragraph 3
- D. paragraph 4

Unit 2: Reading Informational Text

READING PASSAGES: INFORMATIONAL TEXT

CONTENT DESCRIPTION

The informational passages in the English Language Arts test are used to determine central ideas, write objective summaries, analyze ideas, and provide supporting text evidence.

Key Ideas and Details

- Read closely to know exactly what the passage says.
- Look for ideas and details that tell you what the passage is about.
- Use those ideas and details when writing or speaking about the passage.
- Look for two or more central ideas in the passage. Think about how the author develops and supports these central ideas over the course of the passage.
- Think about the relationships between people, events, and ideas in a passage (e.g., how ideas influence people or events, how people influence ideas or events).
- Summarize the passage without including your personal opinion about the topic.

Craft and Structure

- Make sure you understand the words and phrases as they are used in the passage, including figurative, connotative, and technical meanings of words.
- Think about how the author’s use of words creates tone, mood, or focus in the passage.
- Look at the structure the author uses to organize a passage and think about how major sections of the passage contribute to the whole and to the development of the author’s ideas.
- Think about the author’s point of view, purpose, or argument in a passage.
- Pay attention to how the author addresses counterclaims and opposing viewpoints in informational passages.

Integration of Knowledge and Ideas

- Think about the argument and specific claims in a passage. Is the author’s reasoning sound? Is the evidence relevant and sufficient?
- Compare and contrast two or more passages about the same topic by focusing on how the authors shape their presentations of key information and advance different interpretations of facts.

KEY TERMS

Informational texts: Informational texts are passages that explain or inform. (RI)

Inference: To infer means to come to a reasonable conclusion based on evidence found in the passage. By contrast, an **explicit** idea or message is fully stated or revealed by the author. The author tells the reader exactly what he or she needs to know. (RI1)

Central idea: The central idea is the most important point or idea that the author is making in a passage. The central idea is also known as the main idea. (RI2)

Objective summary: An objective summary is an overview of a passage. It captures the main points but does not give every detail and does not include opinions. (RI2)

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

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

Figurative meaning: Literal meaning refers to the actual meaning of a word or phrase. By contrast, figurative meaning refers to the symbolic meaning of words or phrases and uses figurative language such as personification (describing an object as if it were a person), simile (a comparison using *like* or *as*), metaphor (a descriptive comparison that states one thing is another), hyperbole (exaggeration beyond belief), and idiom (a quirky expression or saying that is specific to a language). The literal meaning of the phrase *open the door* is to open a physical door; however, the phrase *open the door to your heart* has a figurative meaning because we do not intend for the person to create an opening in his or her chest. Instead, the phrase symbolizes opening up one's feelings and emotions. (RI4)

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

Denotative meaning: The explicit meaning of a word is the denotative meaning. For example, *helpful* has only one meaning and connotation, which is to be of service or assistance. (RI4)

Technical meaning: Technical meaning is the meaning of a word as it relates to a specific subject or process. For example, the term *run-on sentence* in the study of English grammar has a technical meaning that refers to two complete thoughts joined incorrectly. (RI4)

Tone: The tone found in writing is the attitude of an author about a subject or an audience. The author will choose words and language to create a tone and express a viewpoint in a text. (RI4)

Organization: Organization refers to the way in which a passage is structured. Each sentence, paragraph, or chapter fits into the overall structure of a passage and contributes to the development of ideas.

Organizational structures can include chronological order, cause and effect, compare and contrast, order of importance, and problem and solution. (RI5)

- **Chronological order:** Chronological order is the order in which a series of events happened. A passage that is arranged in order of time from the beginning to the end is in chronological order. (RI5)
- **Cause and effect:** This is a relationship in which one thing causes another thing to happen. (RI3, RI5)

- **Compare and contrast:** The structure of compare and contrast analyzes the relationships between ideas in a passage. Comparing analyzes the similarities, while contrasting analyzes the differences. (RI5, RI9)
- **Order of importance:** Order of importance organizes text by listing supporting details from most important to least important, or by least important to most important. (RI5)
- **Problem and solution:** Text that is organized by problem and solution identifies a problem and proposes one or more solutions. An author may use problem and solution to try to persuade readers about a certain topic or course of action. (RI5)

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

Author’s point of view: The opinion of the author is known as the author’s point of view. Your opinion may differ from the opinion of the author of a passage. (RI6)

Claim: A claim is the main argument made by the author. A strong claim will be supported by reasons and evidence. (RI6, RI8)

Counterclaim: A reasonable argument that opposes or disagrees with another claim is called a **counterclaim**. A strong counterclaim is supported by evidence and sound reasoning. Sometimes the author of a persuasive text will include a counterclaim and the reasons it is weak or wrong in order to strengthen his or her own claim. (RI6, RI8)

Bias: When an author holds a strong opinion or belief about his or her topic, the writing may contain forms of bias. Bias within passages can appear as statements that favor one opinion or idea over another, sometimes creating an unfair or unsound argument by the author. (RI6, RI8)

Evidence: Something that proves or demonstrates the truth of something else is known as evidence. Informational texts may contain evidence to prove that the information they are providing is correct. Readers should be aware of conflicting evidence within texts, such as **bias**, which can weaken an author’s **claim**. (RI8)

Sound: Sound refers to reasoning that makes sense and follows some sort of logic. Sound reasoning means the same as logical reasoning. (RI8)

Relevant: To be considered relevant, the facts, details, or other information within a text must be related to the topic. Relevant information helps support the author’s opinion, claim, and reasoning. (RI8)

Important Tips

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

Sample Items 6–9

Read the passage and answer questions 6 through 9.

Putting Americans Back to Work

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

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

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

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

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

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

Item 6

Selected-Response

Which sentence would be the **MOST** important to include in an objective summary of the passage?

- A. Many jobless Americans reconnected with their cultural roots during the 1930s.
- B. The art on most U.S. post offices today was produced during the Great Depression.
- C. President Franklin D. Roosevelt led the United States out of an economic downturn.
- D. The federal government created jobs that helped to preserve American culture and the arts.

Item 7

Selected-Response

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

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

Item 9

Constructed-Response

What effect did the federal works programs have on unemployed Americans during the Great Depression?

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

Blank writing area with 18 horizontal lines for the student's response.

Unit 3: Writing Informational/Explanatory Texts

CONTENT DESCRIPTION

Some passages in the English Language Arts test will help you develop an informational/explanatory essay. In your writing, state ideas, summarize research, and use information from more than one source to develop and support your ideas.

Text Type and Purpose

- An informational/explanatory essay examines a topic and conveys ideas, concepts, and information through the selection, organization, and analysis of relevant information.
- When you develop your topic, use relevant, well-chosen facts, definitions, concrete details, quotations, and other information and examples.

Production and Distribution of Writing

- Introduce a topic clearly, previewing what is to follow.
- Produce writing with an organization and style that fit the task, purpose, and audience.
- Provide a concluding statement or section that follows from and supports the information or explanation presented in the essay.
- Strengthen your writing by reviewing and revising, if needed.

Audience, Purpose, and Voice

- As you write, remember who your audience will be.
- Use precise language to inform about or explain the topic.
- Use appropriate transitions to create clarity and cohesion among ideas and concepts.
- Remember, you are writing for a purpose—think about *what* you are writing and *why*.

Research to Build and Present Knowledge

- Conduct a short research project that uses several sources to answer a question. Think of more questions that will help further your research and investigation of the topic.
- Use search terms to help gather relevant information from multiple sources, including print and digital sources. Consider the credibility and accuracy of each source.
- Avoid plagiarism by quoting or paraphrasing the data and conclusions of others. Give credit for work that you use by following a standard format for citation.
- Use evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

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

Scoring Rubric

- An informational/explanatory scoring rubric can be found beginning on page 78. You may find it helpful to read and discuss this rubric with a classmate, parent, or another adult.
- The rubric shows you what is needed to produce a strong piece of informational/explanatory writing.
- The rubric is important to understand. It tells you what to add to your informational/explanatory writing.
- Informational/explanatory writing on the EOG assessment will be scored using this rubric.

KEY TERMS

Informational/explanatory texts: Forms of writing that inform the reader or explain something are known as informational/explanatory texts. (W2)

Topic: The topic is what a piece of writing is about. (W2a)

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

Organization: Organization refers to the way in which a piece of writing is structured. Similar ideas and illustrations should be grouped together, and the order of the information should make sense. In informational/explanatory writing, organizational strategies may include definition, classification, comparison and contrast, or cause and effect. Writers structure their texts to match their purpose and audience. For example, if you were writing an informational essay in which you wanted to show how two animals are similar or different, you might choose comparison and contrast as an organizational structure. (W2a, W4)

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

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

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

Cohesion: Cohesion refers to the flow of sentences and paragraphs from one to another. Old and new information is tied together using transitions to help the reader understand how the ideas and concepts within the text are related to each other. (W2c)

Precise language: Good writers choose their words carefully and use precise language. Specific and vivid words and phrases describe or explain and make meaning clear. The sentence *A bird was on the ground* is very general and does not use precise language. However, that sentence could be rewritten using more specific nouns and verbs: *A robin landed in the grassy field*. (W2d)

Formal style: A formal style is less personal and is used in such writing as an essay, research paper, or business letter. When writing in a formal style, the writer chooses language that matches the audience and purpose and avoids informal language. (W2e)

Concluding statement: The concluding statement is the end of a piece of writing. The concluding statement should sum up the main purpose of the writing and provide an overall takeaway for the reader. (W2f)

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

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

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

Research: Research is the gathering of information in order to learn more about a topic. (W7, W9)

Source: A source refers to a book, article, website, person, or piece of media that contains information. (W7, W8)

Credibility: Credible sources provide evidence and facts that support the writer’s claim. When a writer uses the evidence and facts from the source to support his or her reasoning and persuade the audience to agree with the writer’s claim, the writer gains credibility. (W8)

Paraphrase: To paraphrase means to use someone else’s ideas and to express those ideas in your own words. Paraphrasing is an acceptable way to support your argument as long as you attribute the ideas to the author and cite the source in the text at the end of the sentence. (W8)

Plagiarism: Plagiarism refers to presenting the words, works, or ideas of someone else as though they are one’s own and without providing attribution to the author. (W8)

Citation: Citation is the way the author tells readers that certain details or information included in the text come from another source. The citation gives readers enough information that they could find the original source and the information in it. (W8)

Evidence: Evidence is something that proves the truth of something else. Informational texts may include facts, opinions of experts, quotes, statistics, and definitions that can be used as evidence. In literary text, the character’s thoughts, words, or actions may be used as evidence. (W9)

Important Tips

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

Sample Items 10–13

Read the passage and answer questions 10 through 13.

From Culture Shock to Cultural Exchange

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

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

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

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

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

Item 10

Selected-Response

In paragraph 3 the author says that the student coordinator tells her she is likely to experience culture shock. How does the author support the student coordinator's claim?

- A. by discussing how she went through the stages of adjusting to a new culture
- B. by comparing her experiences of a new culture with her friends' experiences
- C. by explaining the steps she took to prepare for living in a new culture
- D. by detailing how her family helped her become familiar with a new culture

Item 11

Selected-Response

Which sentence BEST describes the author’s overall point of view concerning her cultural exchange program?

- A.** She is curious about how her experience compares to others.
- B.** She has regrets about her behavior.
- C.** She is positive about her experience.
- D.** She has concerns about how other students behave.

Item 13

Constructed-Response

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

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

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

Unit 4: Writing Argumentative Texts

CONTENT DESCRIPTION

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

Text Type and Purpose

- An argumentative essay presents an argument and supports claims with clear reasons and relevant evidence.
- When you state your claims, you need to support them with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.

Production and Distribution of Writing

- Introduce claim(s) and acknowledge and distinguish the claim(s) from counterclaims.
- Produce writing with an organization and style that fit the task, purpose, and audience.
- Provide a concluding statement or section that follows from and supports the argument presented in the essay.
- Strengthen your writing by reviewing and revising, if needed.

Audience, Purpose, and Voice

- As you write, remember who your audience will be.
- Use words, phrases, and clauses to create cohesion and to clarify the relationships among the claim(s), counterclaims, reasons, and evidence.
- Remember, you are writing for a purpose—think about *what* you are writing and *why*.

Range of Writing

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

Research to Build and Present Knowledge

- Conduct a short research project that uses several sources to answer a question. Think of more questions that will help further your research and investigation of the topic.
- Use search terms to help gather relevant information from multiple sources, including print and digital sources. Consider the credibility and accuracy of each source.
- Avoid plagiarism by quoting or paraphrasing the data and conclusions of others. Give credit for work that you use by following a standard format for citation.
- Use evidence from literary or informational texts to support analysis, reflection, and research.

Scoring Rubric

- An argumentative scoring rubric can be found beginning on page 47. You may find it helpful to read and discuss this rubric with a classmate, parent, or another adult.
- The rubric shows you what is needed to produce a strong piece of argumentative writing.
- The rubric is important to understand. It tells you what to add to your argumentative writing.
- Argumentative writing on the EOG assessment will be scored using this rubric.

KEY TERMS

Argumentative texts: Argumentative texts are forms of writing in which the writer makes a claim and supports that claim with reasons and evidence. (W1)

Argument: An argument is the main statement of an argumentative text, which usually appears in the introduction. The argument is the main point on which the writer will develop his or her work in order to convince readers. (W1)

Claims: Claims are ideas and opinions set forth by the writer. For example, a writer could make the claim that the school cafeteria food is too expensive. In a well-developed argumentative essay, the writer should also recognize counterclaims. (W1)

Counterclaim: A reasonable argument that opposes or disagrees with another claim is called a counterclaim. A strong counterclaim is supported by evidence and sound reasoning. Sometimes the writer of a persuasive text will include a counterclaim and the reasons it is weak or wrong in order to strengthen his or her own claim. (W1a)

Introduction: An introduction is the beginning of a piece of writing. The introduction should let readers know what they will be reading about, and it should set up the main idea, or thesis, of the writing. (W1a)

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

Evidence: Reasons given to support a writer's claims are known as evidence. For example, a writer could include information on the price of school lunch or the number of students who do not want to buy it as reasons to support the claim that the school cafeteria is too expensive. Informational texts may include facts, opinions of experts, quotes, statistics, and definitions that can be used as evidence. In literary text, the character's thoughts, words, or actions may be used as evidence. (W1a, W1b, W9)

Credible: For a claim to be effective, it must be supported with credible evidence and reasoning. Credible evidence and reasoning are supported by facts and are effective in persuading the audience to agree with the writer's claim. When a writer uses the evidence and facts from the source to support his or her reasoning and persuade the audience to agree with the writer's claim, the writer gains **credibility**. (W1b, W8)

Relationships: Relationships in writing refer to the ways in which ideas are connected. Writing should use words, phrases, and clauses to clarify the relationships between claims and reasons. (W1c)

Cohesion: Cohesion refers to the flow of sentences and paragraphs from one to another. Old and new information is tied together using transitions to help the reader understand how the ideas and concepts within the text are related to each other. (W1c)

Formal style: Formal style is used in formal writing, such as an essay, research paper, or formal letter. When writing in a formal style, the writer chooses language that matches the audience and purpose and avoids informal language. (W1d)

Concluding statement: The concluding statement is the end of a piece of writing. The concluding statement should sum up the main purpose of the writing and provide an overall takeaway for the reader. (W1e)

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

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

Revision: Revision is the process of editing and rewriting a piece of writing. All good writing requires revision to catch mistakes and clarify ideas. (W5)

Research: Research refers to the gathering of information in order to learn more about a topic. (W7, W9)

Source: A source is a book, article, website, person, or piece of media that contains information. (W7, W8)

Paraphrase: To paraphrase means to use someone else's ideas and express those ideas in your own words. Paraphrasing is an acceptable way to support your argument as long as you attribute the ideas to the author and cite the source in the text at the end of the sentence. (W8)

Plagiarism: Presenting the words, works, or ideas of someone else as though they are one's own and without providing attribution to the author is plagiarism. (W8)

Citation: Citation is the way the author tells readers that certain details or information included in the text come from another source. The citation gives readers enough information that they could find the original source and the information in it. (W8)

Important Tips

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

Sample Items 14–17

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

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

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

As you read the passages, think about details you may use in an argumentative essay about the effects of underwater noise on marine life.

These are the titles of the passages you will read:

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

What to Do about Underwater Noise

Anyone who lives in a busy city knows that the world is a noisy place. We humans rely on many machines—planes, cars, trains, construction and farming machinery, and machines in factories—to make modern life happen. As it turns out, we make a racket on land and in the ocean. Our boats, oil drilling equipment, and military sonar activities generate all kinds of noise. Some scientists have become concerned that underwater noise is negatively affecting sea life, particularly whales. In recent years, studies of the impact of underwater noise have been completed, and the results are mixed. Neither side—not the environmentalists who want to protect marine life or the navy, which conducts sonar tests for our national defense—is convinced of the right thing to do.

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

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

What Underwater Noise?

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

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

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

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

Item 14

Selected-Response

Which evidence from “What to Do about Underwater Noise” provides the **MOST** relevant support for the claim that underwater noise impacts whales?

- A. Like humans, whales might also enjoy some peace and quiet.
- B. These devices measured the sounds the whales made and also tracked their movements.
- C. This allowed scientists to determine how the whales reacted when they were in noisy environments.
- D. The data suggested that beaked whales were especially sensitive to even low levels of underwater noise.

Item 15

Selected-Response

Which statement **MOST** accurately explains how “What Underwater Noise?” presents information differently than “What to Do about Underwater Noise”?

- A. It uses evidence to dispute the idea that underwater noise is bad, while “What to Do about Underwater Noise” maintains that underwater noise is a problem.
- B. It references scientific data on the problem of underwater noise, while “What to Do about Underwater Noise” relies primarily on personal opinions about underwater noise.
- C. It argues that more research must be conducted on underwater noise, while “What to Do about Underwater Noise” argues that the research on underwater noise is conclusive.
- D. It presents evidence that the navy is concerned about underwater noise, while “What to Do about Underwater Noise” argues that the navy is unconcerned about underwater noise.

Item 16

Constructed-Response

Read this sentence from the passage “What Underwater Noise?”

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

Explain whether the sentence is relevant to the author’s main argument.

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

A large rectangular box containing 20 horizontal lines for writing an answer.

Item 17

Extended Writing-Response

WRITING TASK

There is currently a discussion about effects of underwater noise in the planet’s oceans.

Think about BOTH sides of the discussion. Then write an **argumentative essay** in your own words supporting either side. In your essay, you will argue whether or not underwater noise affects marine life.

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

Writer’s Checklist

Be sure to:

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

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

Unit 5: Language

CONTENT DESCRIPTION

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

Conventions of Standard English

- Show a command of the conventions of Standard English grammar and usage when writing.
- Show a command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- Understand the function of phrases and clauses and their function in specific sentences. Place phrases and clauses within a sentence, avoiding misplaced and dangling modifiers.
- Vary your sentence construction using simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas in your writing.
- Understand the rule using a comma to separate coordinate adjectives.

Knowledge of Language

- Express yourself clearly and in an interesting way.
- Choose your words carefully so readers understand what you are writing.
- Use adequate descriptions and explanations while also avoiding wordiness and redundancy.

Vocabulary Acquisition and Use

- Use different strategies (e.g., context, affixes, roots) to help you determine the meaning of unknown or multiple-meaning words.
- Show an understanding of figurative language (i.e., similes, metaphors, personification, hyperbole, idioms, onomatopoeia, alliteration, and assonance) and interpret figures of speech (e.g., literary, biblical, and mythological allusions).
- Use the relationships between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- Think about the connotations of words with similar definitions.
- Use reference materials to determine or clarify a specific word's precise meaning or its part of speech.

KEY TERMS

Grammar: Grammar refers to the set of rules for language. (L1)

Usage: Using the correct word when there is a choice is known as correct usage (*to, too, two*). (L1)

Phrase: A phrase is a group of words working together as a unit. For example, *will be studying* is a verb phrase. (L1a)

Clause: A clause is a group of words that contains a subject and a verb. An independent clause expresses a complete thought and stands alone. An example is *I walked home from school*. A dependent clause contains a subject and a verb but cannot stand on its own. An example is *When my last class ended*. A dependent clause must be joined to an independent clause to be grammatically correct. An example is *When my last class ended, I walked home from school*. (L1a)

Simple sentence: A simple sentence expresses a single complete thought and contains a subject and a verb. For example, *The child rode his bicycle to school*. The sentence expresses a single thought and contains the subject *child* and the verb *rode*. (L1b)

Compound sentence: A compound sentence contains two independent clauses joined by a conjunction. An independent clause is a part of a sentence that can stand alone because it expresses a complete thought and has a subject and a verb. For example, *The child rode his bicycle to school, so he made it to his first class on time*. The sentence contains two independent clauses joined by the conjunction *so*. (L1b)

Complex sentence: A complex sentence contains an independent clause joined by one or more dependent clauses. A dependent clause is a part of a sentence that cannot stand alone because it does not express a complete thought. For example, *After the child rode his bicycle to school, he decided to stop for breakfast in the cafeteria*. The sentence is a complex sentence because *After the child rode his bicycle to school* is a dependent clause joined to the independent clause *he decided to stop for breakfast in the cafeteria*. (L1b)

Compound-complex sentence: A compound-complex sentence has two independent clauses and at least one dependent clause. For example, *After the child rode his bicycle to school, he decided to stop for breakfast in the cafeteria, but he still made it to class on time*. The sentence contains the dependent clause *After the child rode his bicycle to school* followed by two independent clauses. (L1b)

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

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

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

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

Redundancy: Using a phrase or word that repeats something else and is unnecessary is known as redundancy. Writers should be concise and precise, thereby avoiding redundancy. **Concise** means to share as much information as possible in as few words as possible. **Precise** means to be as accurate and exact as possible. (L3a)

Context: Context refers to words and phrases that surround another word and help to explain its meaning. Sometimes a word cannot be understood without the context of the words and phrases around it. For example, the word *leaves* is a **multiple-meaning word** because it could mean several things. When a full sentence is included, *The leaves of the tree were swaying in the wind* or *She needs to remember to grab her backpack before she leaves for school*, the meaning is clear. (L4, L4a)

Context clues: Context clues are the words, facts, or ideas in a text that explain a difficult or unusual word. For example, *dehydrated* is a difficult word. However, you can use clues included in the context of a piece of writing to figure out the meaning of *dehydrated*. *After running in gym class, I was dehydrated. I felt much better after drinking two glasses of water.* Using the context clues in the sentences, it is clear the meaning of *dehydrated* is *in need of water*. (L4a)

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

Affix: An affix refers to letters that are added to a root word that change its meaning. For example, when the prefix *dis-* is added to the word *interest*, the word *disinterest* means the opposite of the root word *interest*. (L4b)

Dictionary: A dictionary is a reference book that provides the **precise**, or exact, meanings of words and phrases. (L4c)

Glossary: A glossary is an alphabetical list of words and phrases and their meanings. A glossary is often found at the end of a text. (L4c)

Figurative language: To understand figurative language, you need to distinguish between literal and figurative meanings of words and phrases. Literal refers to the actual meaning of a word or phrase. For example, if someone tells you to *open the door*, you can open a physical door. If someone tells you to *open the door to your heart*, you are not expected to find a door in your chest. Instead, you open up your feelings and emotions. (L5)

The following are examples of figurative language:

- **Personification:** When a writer describes an object as if it were a person, he or she is using personification. For example, *The trees sighed in the afternoon breeze*. The trees cannot really sigh but seemed to as they moved gently in the breeze. (L5)
- **Simile:** A simile is a comparison using *like* or *as*. For example, *She is as pretty as a picture*. (L5)
- **Metaphor:** A metaphor is a direct comparison that states one thing is another. It isn't meant to be literal, but descriptive. For example, if someone describes recess by saying that *it was a zoo*, he or she is using a metaphor. Recess was chaotic, with lots of different people running around; it was not literally a zoo. (L5)
- **Allusion:** An allusion is an indirect reference to something. When a writer refers to something without mentioning it explicitly, it is an allusion. For example, *The new student is a regular Einstein*. In this sentence, the writer is alluding to Albert Einstein, the Nobel Prize-winning scientist and historical figure. (L5a)
- **Hyperbole:** Hyperbole is exaggeration beyond belief. *My father can lift two tons* is an example of hyperbole. (L5)
- **Idiom:** Idioms are quirky sayings and expressions specific to a language. If a saying seems unfamiliar or is not understood, it may be an idiom that needs to be researched. (L5)
- **Onomatopoeia:** Onomatopoeia is a word that imitates the natural sound of something. Examples are *meow*, *pop*, *fizz*, and *clop*. (L5)
- **Alliteration:** Alliteration is the use of the same sound to start several words in a row. For example, *The beautiful butterfly blew by the bay*. (L5)

- **Assonance:** Assonance is the use of words that have repetition of similar vowel sounds but are not rhyming words. Examples are *cake* and *lane* or *eat* and *eel*. (L5)

Figure of speech: A figure of speech is a word or phrase that has a meaning beyond the literal meaning of the word. Figures of speech are often used to emphasize an image, situation, or emotion for greater effect. The most common figures of speech are personification, simile, metaphor, hyperbole, idiom, onomatopoeia, and alliteration. (L5a)

Synonym: A synonym is a word or phrase that means exactly or nearly the same thing as another word or phrase in the same language. Examples are *teacher* and *instructor*, *automobile* and *vehicle*, *tired* and *fatigued*. (L5b)

Antonym: An antonym is a word or phrase that means the opposite of a word or phrase in the same language. Examples are *good* and *bad*, *sad* and *happy*, *stop* and *start*. (L5b)

Analogy: An analogy is a comparison between two things that helps to express the relationship or connection between the words. For example, *Moon is to night as sun is to day*. (L5b)

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

Important Tips

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

Sample Items 18–25

Item 18

Selected-Response

The sentence below has a spelling error.

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

Which word is NOT spelled correctly?

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

Item 19

Selected-Response

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

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

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

Item 20

Selected-Response

Which sentence uses commas correctly?

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

Item 21**Selected-Response**

Which sentence contains an error between the relationship of ideas?

- A. Coming home late, they went straight to bed.
- B. Walking in the door, the lights were turned on.
- C. Without being warned, we heard them yell, “Surprise!”
- D. “Hello!” he shouted, waving to us from across the street.

Item 22**Selected-Response**

Read the paragraph.

¹More than a hundred years ago, Europeans who wanted to drink coffee typically tied up coffee grounds in a little piece of cloth and boiled it in a pot of water. ²Some grounds usually got through the cloth and mixed with the drink. ³The coffee also tasted very bitter. ⁴Melitta Bentz invented a much better system for brewing coffee that involved using a heavy paper filter and a pot with holes punched in it. ⁵When she poured the boiling water through this contraption, the paper held the coffee grounds, water drained through, and the resulting beverage was a ton better.

Which edit should be made to maintain the formal style of the paragraph?

- A. Change “a pot of water” to “some water” in sentence 1.
- B. Change “mixed” to “stirred” in sentence 2.
- C. Change “punched” to “placed” in sentence 4.
- D. Change “a ton better” to “much improved” in sentence 5.

Item 23**Selected-Response**

A student is writing a research paper focusing on how the United Nations began. Which resource would be BEST for locating reliable information about the origin of the United Nations?

- A. an online essay written by a person who visited the United Nations Office at New York City
- B. a book of essays written by historians about the reasons the United Nations was founded
- C. a collection of interviews with people from different countries explaining what they think of the United Nations
- D. a travel guide for New York City, with a chapter about what to see and do at the United Nations Office

Item 24

Selected-Response

Read the draft of a paragraph from a student report on the difference between dogs and wolves.

¹Even though dogs descended from wolves, the two species have some important differences. ²One difference is that wolves are much more involved in a pack. ³They have close pack structures and depend on the pack to hunt and raise their litters of pups. ⁴Unlike wolves, animals that eat a plant-based diet are called “herbivores.” ⁵Dogs, on the other hand, do not have to depend on each other to catch food or raise their young.

Which sentence should be removed because it is NOT appropriate for the purpose of this paragraph?

- A. sentence 2
- B. sentence 3
- C. sentence 4
- D. sentence 5

Item 25

Selected-Response

Which revision of the sentence BEST expresses the ideas clearly and concisely?

The first thing that we need to take care of when we meet during club time for the Spanish Club is figuring out when we will have elections and also finding out who can be available to be working at the booth for the club fair at school.

- A. Finding a date for elections and then also finding someone who can work at the Spanish Club booth at the club fair are both things that we need to take care of when we meet during club time.
- B. During the time we meet for Spanish club, our most urgent first thing that we should try to take care of is a date for elections and club fair stuff.
- C. A thing we may want to take care of in Spanish Club is elections and who can be on hand for the Spanish Club booth at the club fair at school when it happens.
- D. During our Spanish Club meeting, we most urgently need to decide on a date for elections and who can work at the Spanish Club booth at the school’s club fair.

ENGLISH LANGUAGE ARTS (ELA) ADDITIONAL SAMPLE ITEM KEYS

Item	Standard/ Element/ Genre	DOK Level	Correct Answer	Explanation
1	ELAGSE7RL3 Literary	2	A	The correct answer is choice (A) It shows that Fogg tends to live an isolated life. The paragraph develops the idea that Fogg has no family or acquaintances and that no one ever enters his home. Choices (B), (C), and (D) are incorrect because there is no evidence that Fogg finds it difficult to trust, is misunderstood, or is in conflict with others.
2	ELAGSE7RL2 Literary	2	A	The correct answer is choice (A) Phileas Fogg is not well understood by others. This is correct because in this excerpt, Fogg is described as an enigma. Choices (B), (C), and (D) all represent misinterpretations of Phileas Fogg's character.
3	ELAGSE7RL4 Literary	2	D	The correct answer is choice (D) someone who does household work. This is correct given the context of the word in paragraph 4 of the passage ("serve" and the description of the house in the preceding sentence). Choices (A), (B), and (C) touch on other points in the passage but are not supported by context within the sentence or paragraph 4.
4	ELAGSE7RL1 Literary	3	A/D	The correct answer in Part A is choice (A) He is a person of strict habits. The passage emphasizes the rigid routines that Fogg follows. Choices (B), (C), and (D) are incorrect because these choices are related to ideas in the passage but not supported as inferences. The correct answer in Part B is choice (D) paragraph 4. This is the paragraph that includes details of Fogg's various habits. Choices (A), (B), and (C) relate to ideas in Part A but are not correct.
5	ELAGSE7W3	4	N/A	See scoring rubric beginning on page 63 and sample response on page 67.

Item	Standard/ Element/ Genre	DOK Level	Correct Answer	Explanation
6	ELAGSE7RI2 Informational/ Explanatory	2	D	The correct answer is choice (D) The federal government created jobs that helped to preserve American culture and the arts. The author describes four specific programs that provided employment for artists, musicians, actors, and writers during the Great Depression. Choice (A) may possibly be true for some people who learned more about their roots, but the passage explicitly states that the federal works projects helped Americans realize the value of their diverse culture and traditions. Choice (B) is incorrect because although the passage does say that some art can still be seen on some post office walls, it does not imply that most modern post offices contain art produced during the Great Depression. Choice (C) is a true statement, but it is not the most important idea to include in a summary of this passage.
7	ELAGSE7RI1 Informational/ Explanatory	2	A	The correct answer is choice (A) to provide artists, musicians, and writers with employment. The purpose was to find work for struggling artists. Choice (B) is incorrect because Roosevelt wanted all citizens working and not just government employees. Choice (C) is incorrect because the emphasis of the federal programs was to employ people; awareness of the importance of American cultural traditions was a secondary outcome. Choice (D) is incorrect because the passage suggests that increased national pride via the arts was an effect of the employment of out-of-work artists, not Roosevelt's stated goal.
8	ELAGSE7RI5 Informational/ Explanatory	3	N/A	See scoring rubric and sample response on page 68.
9	ELAGSE7RI3 Informational/ Explanatory	3	N/A	See scoring rubric and sample response beginning on page 69.
10	ELAGSE7RI8 Informational/ Explanatory	2	A	The correct answer is choice (A) by discussing how she went through the stages of adjusting to a new culture. This is correct because there are several paragraphs specifically outlining the author's experiences while adjusting to the United States. Choices (B), (C), and (D) are plausible ways to support the claim, but none are supported by the passage.
11	ELAGSE7RI6 Informational/ Explanatory	2	C	The correct answer is choice (C) She is positive about her experience. The author covers a range of topics, and not all of her adjustments were easy/pleasant; however, her overall viewpoint on the experience is positive. Choices (A), (B), and (D) are plausible responses to such an exchange program but are not supported by the passage.

Item	Standard/ Element/ Genre	DOK Level	Correct Answer	Explanation
12	ELAGSE7RI1 Informational/ Explanatory	3	N/A	See scoring rubric and sample response on page 71.
13	ELAGSERI3 Informational/ Explanatory	3	N/A	See scoring rubric and sample response on page 72.
14	ELAGSE7RI8 Informational/ Explanatory	3	D	The correct answer is choice (D) The data suggested that beaked whales were especially sensitive to even low levels of underwater noise. This statement provides reliable evidence from a study to support the claim. Choice (A) is incorrect because it simply makes a claim but provides no support. Choices (B) and (C) are incorrect because they give details about the study but do not tell what the study concluded.
15	ELAGSE7RI9 Informational/ Explanatory	3	A	The correct answer is choice (A) It uses evidence to dispute the idea that underwater noise is bad, while “What to Do about Underwater Noise” maintains that underwater noise is a problem. The author of “What to Do about Underwater Noise” presents a study that proves that underwater noise negatively impacts whales, but the author of “What Underwater Noise?” disputes the claim. Choice (B) is incorrect because both articles draw from scientific data to make conclusions. Choice (C) is incorrect because the author of “What Underwater Noise?” does not call for more research, while the author of “What to Do about Underwater Noise” finds the current research conclusive. Choice (D) is incorrect because the authors of both articles demonstrate concern on the part of the navy.
16	ELAGSE7RI8 Informational/ Explanatory	3	N/A	See scoring rubric and sample response on page 65.
17	ELAGSE7W1, ELAGSE7L1, ELAGSE7L2	4	N/A	See scoring rubric beginning on page 76 and sample response on page 74.
18	ELAGSE7L2b	1	D	The correct answer is choice (D) approximately. The word should be spelled “approximately.” Choices (A), (B), and (C) are all spelled correctly.
19	ELAGSE7L4b	1	C	The correct answer is choice (C) common. It comes from the Latin root word “uni,” meaning “one” or “whole.” The word “universe” refers to all that exists, so by extension “universal” means common to all. Choices (A), (B), and (D) are not the correct meanings of the word.

Item	Standard/ Element/ Genre	DOK Level	Correct Answer	Explanation
20	ELAGSE7L2a	2	A	The correct answer is choice (A) She was happy with the quick, satisfying results. A comma is used to separate coordinate adjectives. Choice (B) is incorrect. The comma between “old” and “original” is correct, but there should not be a comma between “original” and “play.” Choice (C) is incorrect because a comma is not required between the adjectives “bright” and “red.” Choice (D) is incorrect because a comma does not belong between “sturdy” and “sand.”
21	ELAGSE7L1c	2	B	The correct answer is choice (B) Walking in the door, the lights were turned on. This is written incorrectly because the modifier is misplaced. The “lights” are not the subject of the sentence—they are not walking in the door. Choice (A) is written correctly. The clauses in this sentence are written correctly. Choice (C) is written correctly without a misplaced modifier. Choice (D) is written correctly. The clauses in this sentence are written correctly.
22	ELAGSE7W2e	2	D	The correct answer is choice (D) Change “a ton better” to “much improved” in sentence 5. The formal style requires a more formal turn of phrase, which “much improved” is. Choices (A), (B), and (C) do not have words/phrases that are informal and need to be replaced.
23	ELAGSE7W8	2	B	The correct answer is choice (B) a book of essays written by historians about the reasons the United Nations was founded. This book would relate most to the topic of how the United Nations began. Choices (A), (C), and (D) are less related to the topic of origins of the U.N.
24	ELAGSE7W4	2	C	The correct answer is choice (C) sentence 4. Sentence 4 contains information that is related to the topic of wolves but is irrelevant to the rest of the paragraph. Choices (A), (B), and (D) are all logical sentences containing relevant information.
25	ELAGSE7L3a	2	D	The correct answer is choice (D) During our Spanish Club meeting, we most urgently need to decide on a date for elections and who can work at the Spanish Club booth at the school’s club fair. This sentence is both the clearest in meaning and the most concise of the options given. Choices (A), (B), and (C) are either less clear, less concise, or both.

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

Item 5

To view the four-point holistic rubric for a text-based narrative response, see pages 76 and 77.

Exemplar Response

Points Awarded	Sample Response
4	<p>My name is Phileas Fogg. I live at No. 7 Saville Row, Burlington Gardens. It is the very house in which Sheridan died in 1814. I was not there, of course. I was not even born then. I belong to the Reform Club. People act as if they know and respect me, but they actually know very little about me. I keep to myself. I prefer books to human companionship, although I have travelled extensively around the world. People consider me to be a gentleman who looks like a famous poet. I don't see the resemblance, myself.</p> <p>I have enough money to live in a fine home and own lovely things, but I don't make a big deal of them. I am not a recluse either. I am out and about on the streets of London or any city that I visit, where people can observe me openly. I am watching them as well. It's a silly kind of game, but I enjoy watching people who think they know and understand me. I let them think what they wish, and then I go back home or to the club where I eat well and think about what I have read or seen that day. It is a wonderful life. I wouldn't change it for the world.</p>
3	<p>My name is Phileas Fogg, and I live alone in London. Most people don't know much about me, as I keep to myself most of the time. There are things about me that one cannot see from the outside.</p> <p>For example, everyone seems to know that I'm rich, but they may not know that I love to share my money with good causes. Everyone seems to think that I do the exact same things every day, such as eat my meals at the same table at the Reform Club at the same exact time, but they may not know that I've travelled all around the world. Everyone seems to think that I'm a lonely man, but that's not the truth.</p> <p>I suppose I can see the reasons why others see me as a mysterious person. But if a person were to get to know me, they would see that I'm not so mysterious at all.</p>
2	<p>I am the type of man that likes to be alone, even when I go out and eat by myself at the restaurant. People in town seem to say that I, Phileas Fogg, am a quiet man. People wonder about me, my house, my money, and even my world travels. They don't know as much about me as they think they do, but that's how I like it.</p>
1	<p>My name is Phileas Fogg. I live in an old house in London, and I hardly talk to anyone. But I'm not so lonely.</p>
0	<p>Phileas Fogg has a different point of view.</p>

Item 8

Scoring Rubric

Points	Description
2	<p>The exemplar shows a full-credit response. It achieves the following:</p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to analyze the structure of the passage and how it contributes to the development of ideas • Includes specific examples/details that make clear reference to the text • Adequately explains how the structure contributes to the development of ideas with clearly relevant information based on the text
1	<p>The exemplar shows a 1-point response. It achieves the following:</p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to analyze the structure of the passage and how it contributes to the development of ideas • Includes limited examples that make reference to the text • Explains how the structure contributes to the development of ideas with vague/limited information based on the text
0	<p>The exemplar shows a response that would earn no credit. It achieves the following:</p> <ul style="list-style-type: none"> • Gives no evidence of the ability to analyze the structure of the passage and how it contributes to the development of ideas

Exemplar Response

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

Item 9

Scoring Rubric

Points	Description
2	<p>The exemplar shows a full-credit response. It achieves the following:</p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to analyze the interaction between individuals, events, and ideas in a text (i.e., how an idea influences individuals) • Includes specific examples/details that make clear reference to the text • Adequately explains how an idea influenced individuals with clearly relevant information based on the text
1	<p>The exemplar shows a 1-point response. It achieves the following:</p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to analyze the interaction between individuals, events, and ideas in a text (i.e., how an idea influences individuals) • Includes limited examples that make reference to the text • Explains how an idea influenced individuals with vague/limited information based on the text
0	<p>The exemplar shows a response that would earn no credit. It achieves the following:</p> <ul style="list-style-type: none"> • Gives no evidence of the ability to analyze the interaction between individuals, events, and ideas in a text (i.e., how an idea influences individuals)

Item 9

Exemplar Response

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

Item 12

Scoring Rubric

Points	Description
2	<p>The exemplar shows a full-credit response. It achieves the following:</p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to cite textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text • Includes specific evidence from the text • Adequately supports the analysis of what the text says with clearly relevant information based on the text
1	<p>The exemplar shows a 1-point response. It achieves the following:</p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to cite textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text • Includes vague/limited evidence from the text • Supports the analysis of what the text says with vague/limited information based on the text
0	<p>The exemplar shows a response that would earn no credit. It achieves the following:</p> <ul style="list-style-type: none"> • Gives no evidence of the ability to cite textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text

Exemplar Response

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

Item 13

Scoring Rubric

Points	Description
2	<p>The exemplar shows a full-credit response. It achieves the following:</p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to analyze the interaction between individuals, events, and ideas in a text (i.e., how an event influences an individual) • Includes specific examples/details that make clear reference to the text • Adequately analyzes how ideas and events influence the individual with clearly relevant information based on the text
1	<p>The exemplar shows a 1-point response. It achieves the following:</p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to analyze the interaction between individuals, events, and ideas in a text (i.e., how an event influences an individual) • Includes vague/limited details that make reference to the text • Explains how ideas and events influence the individual with vague/limited information based on the text
0	<p>The exemplar shows a response that would earn no credit. It achieves the following:</p> <ul style="list-style-type: none"> • Gives no evidence of the ability to analyze the interaction between individuals, events, and ideas in a text (i.e., how an event influences an individual)

Exemplar Response

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

Item 16

Scoring Rubric

Points	Description
2	<p>The exemplar shows a full-credit response. It achieves the following:</p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to evaluate whether reasoning is sound and evidence is relevant to the central argument in a text • Includes specific examples/details that makes clear reference to the text • Adequately explains whether the reasoning is sound and evidence is relevant to the central argument found in a text with clearly relevant information based on the text
1	<p>The exemplar shows a 1-point response. It achieves the following:</p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to evaluate whether reasoning is sound and evidence is relevant to the central argument in a text • Includes vague/limited evidence that makes reference to the text • Explains whether the reasoning is sound and evidence is relevant to the central argument in a text with vague/limited information based on the text
0	<p>The exemplar shows a response that would earn no credit. It achieves the following:</p> <ul style="list-style-type: none"> • Gives no evidence of the ability to evaluate if evidence is relevant to the central argument in a text

Exemplar Response

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

Item 17

The following is an example of a seven-point response. See the seven-point, two-trait rubric for a text-based argumentative response on pages 76 and 77 to see why this example would earn the maximum number of points.

Example of a Seven-Point Response:

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

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

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

ENGLISH LANGUAGE ARTS (ELA) WRITING RUBRICS

Grade 7 items that are not machine-scored—i.e., constructed-response, extended constructed-response, and extended writing-response items—are manually scored using either a holistic rubric or a two-trait rubric.

Four-Point Holistic Rubric

Genre: Narrative

A holistic rubric evaluates one major trait, which is ideas. On the Georgia Milestones EOG assessment, a holistic rubric is scored 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 need only choose the criteria and associated point value that best represents the student's work. Increasing point values represent a greater understanding of the content and, thus, a higher score.

Seven-Point, Two-Trait Rubric

Genre: Argumentative or Informational/Explanatory

A two-trait rubric, on the other hand, evaluates two major traits, which are conventions and ideas. On the Georgia Milestones EOG assessment, a two-trait rubric contains two scales, one for each trait, ranging from zero to four on one scale (ideas) and zero to three on the other (conventions). A score is given for each of the two traits, for a total of seven possible points for the item. To score an item on a two-trait rubric, a scorer must choose for each trait the criteria and associated point value 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 7 English Language Arts 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"> • Effectively establishes a situation and point of view and introduces a narrator and/or characters • Organizes an event sequence that unfolds naturally and logically • Effectively uses narrative techniques, such as dialogue, description, and pacing, to develop rich, interesting experiences, events, and/or characters • Uses a variety of words and phrases to convey the sequence of events and signal shifts in one time frame or setting to another • Uses precise words, phrases, and sensory language consistently and effectively to convey experiences or events and capture the action • Provides a conclusion that follows from the narrated experiences or events • Integrates ideas and details from source material effectively • Has very few or no errors in usage and/or conventions that interfere with meaning*
	3	<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"> • Establishes a situation and introduces one or more characters • Organizes events in a clear, logical order • Uses narrative techniques, such as dialogue, description, and pacing, to develop experiences, events, and/or characters • Uses words and/or phrases to indicate sequence of events and signal shifts in one time frame or setting to another • Uses words, phrases, and details to capture the action and convey experiences and events • Provides an appropriate conclusion • Integrates some ideas and/or details from source material • Has a few minor errors in usage and/or conventions that interfere with meaning*

Four-Point Holistic Rubric

Genre: Narrative (continued)

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

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

Seven-Point, Two-Trait Rubric

Trait 1 for Informational/Explanatory Genre

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

Seven-Point, Two-Trait Rubric

Trait 2 for Informational/Explanatory Genre

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

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

Seven-Point, Two-Trait Rubric
Trait 1 for Argumentative Genre

Writing Trait	Points	Criteria
<p>Idea Development, Organization, and Coherence</p> <p><i>This trait examines the writer's ability to effectively establish a claim as well as to address counterclaims, to support the claim with evidence from the text(s) read, and to elaborate on the claim with examples, illustrations, facts, and other details. The writer must integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence in order to create cohesion for an argument essay.</i></p>	4	<p><i>The student's response is a well-developed argument that effectively relates and supports claims with clear reasons and relevant text-based evidence.</i></p> <ul style="list-style-type: none"> • Effectively introduces claim(s) • Uses an organizational strategy to clearly present reasons and relevant evidence logically • Supports claim(s) with clear reasons and relevant evidence using specific, well-chosen facts, details, or other information from credible sources and demonstrates a good understanding of the topic or texts • Acknowledges and counters opposing claim(s), as appropriate • Uses words, phrases, and/or clauses that effectively connect and show direct, strong relationships among claim(s), reasons, and evidence • Establishes and maintains a formal style that is appropriate for task, purpose, and audience • Provides a strong concluding statement or section that logically follows from the argument presented
	3	<p><i>The student's response is a complete argument that develops and supports claims with some text-based evidence.</i></p> <ul style="list-style-type: none"> • Clearly introduces claim(s) • Uses an organizational strategy to present reasons and evidence • Uses facts, details, definitions, examples, and/or other information to develop claim(s) • Attempts to acknowledge and/or counter opposing claim(s), as appropriate • Uses words, phrases, or clauses that connect and show relationships among claim(s), reasons, and evidence • Uses a formal style fairly consistently that is appropriate for task, purpose, and audience • Provides a concluding statement or section that follows from the argument presented
	2	<p><i>The student's response is an incomplete or oversimplified argument that partially supports claims with loosely related text-based evidence.</i></p> <ul style="list-style-type: none"> • Attempts to introduce claim(s) • Attempts to use an organizational structure that may be formulaic • Attempts to support claim(s) with facts, reasons, and other evidence sometimes, but logic and relevancy are often unclear • Makes little, if any, attempt to acknowledge or counter opposing claim(s) • Uses few words, phrases, or clauses to connect ideas; connections are not always clear • Uses a formal style inconsistently or an informal style that does not fit task, purpose, or audience • Provides a weak concluding statement or section that may not follow the argument presented
	1	<p><i>The student's response is a weak attempt to write an argument and does not support claims with adequate text-based evidence.</i></p> <ul style="list-style-type: none"> • May not introduce claim(s), or they must be inferred • May be too brief to demonstrate an organizational structure, or no structure is evident • Has minimal support for claim(s) • Makes no attempt to acknowledge or counter opposing claim(s) • Uses minimal or no words, phrases, or clauses to connect ideas • Uses very informal style that is not appropriate for task, purpose, or audience • Provides a minimal or no concluding statement or section
	0	<p><i>The student will receive a condition code for various reasons:</i></p> <ul style="list-style-type: none"> • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

Seven-Point, Two-Trait Rubric
Trait 2 for Argumentative Genre

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

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

ACTIVITY

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

Standards: ELAGSE7RL3, ELAGSE7RL6, ELAGSE7RL9

Point of View

Point of view is how the narrator—the person who tells a story—presents the events of the story. The point of view in a story depends on the perspective from which the story is being told. Perspective refers to a way of looking at or thinking about something. One character in a story may have an entirely different perspective than another character.

The author chooses a certain character to narrate the story to give readers a specific point of view. The author's choice of narrator and his or her words, thoughts, and feelings affect the story's tone and mood.

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

http://www.mightybook.com/free_to_read_text.php?book=Three_Little_Pigs-ftp.

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

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

Consider how the story would change if it were told from the wolf's point of view or from a sympathetic narrator's point of view. If possible, read *The True Story of the 3 Little Pigs*, by Jon Scieszka. It is geared toward younger audiences, but, as is typical of fairy tales, it is entertaining to all ages, and it has multiple levels of meaning.

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

ACTIVITY

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

Standards: ELAGSE7W1, ELAGSE7W4, ELAGSE7W9

Writing Techniques

The three-column chart below lists examples of writing techniques that may be used in argumentative texts.

Techniques	Definition	Example
Repetition	repeating a word or phrase two or more times to highlight how important it is	“Save paper, save plastic, save the world!”
Second person	using the pronoun <i>you</i> to address the readers or listeners directly to make them feel involved	“You can help give these animals a happier life.”
Statistics	using numbers to support your point	“Over 80 percent of students think we should allow cell phones in class.”
Rhetorical questions	posing a question that does not require an answer	“Why should we care about people who live on the other side of the world?”

The ability to identify writing techniques used in argumentative texts, including bias, is an important part of evaluating argumentative writing.

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

The following website will help you choose reliable, unbiased sources:

<http://ergo.slv.vic.gov.au/learn-skills/research-skills/select-resources/identify-bias>

MATHEMATICS

DESCRIPTION OF TEST FORMAT AND ORGANIZATION

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

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

The test will be given in two sections.

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

CONTENT

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

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

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

ITEM TYPES

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

MATHEMATICS DEPTH OF KNOWLEDGE EXAMPLE ITEMS

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

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

Example Item 1

Selected-Response

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

Mathematics Grade 7 Content Domain: Expressions and Equations

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

Simplify.

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

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

Correct Answer: B

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

Example Item 2

Constructed-Response

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

Mathematics Grade 7 Content Domain I: The Number System

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

- a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.

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

Part A What signed number represents the team’s total loss of yards on the 3 plays? Write your answer in the space provided.

Part B Explain how you found your answer. Write your answer in the space provided.

Part A _____
Part B _____ _____ _____ _____ _____ _____ _____ _____

Scoring Rubric

Points	Description
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates a complete understanding of multiplication and division of rational numbers. • The response is correct and complete. • The response shows the application of a reasonable and relevant strategy. • Mathematical ideas are expressed coherently in the response, which is clear, complete, logical, and fully developed.
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates a partial understanding of multiplication and division of rational numbers. • The response is mostly correct but contains either a computation error or an unclear or incomplete explanation. • The response shows the application of a relevant strategy, though the strategy may be only partially applied or may remain unexplained. • Mathematical ideas are expressed only partially in the response.
0	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates limited to no understanding of multiplication and division of rational numbers. • The response is incorrect. • The response shows no application of a strategy. • Mathematical ideas cannot be interpreted or lack sufficient evidence to support even a limited understanding.

Exemplar Response

Points Awarded	Sample Response
2	Part A: -15 yards OR minus 15 yards OR negative 15 yards AND Part B: I multiplied 3 times negative 5. I used a number line to show the multiplication by starting at 0 and moving 5 places to the left 3 times. <i>Or other valid explanation.</i>
1	Part A: -15 yards OR minus 15 yards OR negative 15 yards OR Part B: I multiplied 3 times negative 5. I used a number line to show the multiplication by starting at 0 and moving 5 places to the left 3 times. <i>Or other valid explanation.</i>
0	<i>Response is irrelevant, inappropriate, or not provided.</i>

Example Item 3

Extended Constructed-Response

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

Mathematics Grade 7 Content Domain: Ratios and Proportional Relationships

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

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

Part A By what percentage did the selling price decrease? Explain how you found your answer. Write your answer in the space provided.

Part B By what percentage does the price need to increase in order to return to its original value of \$250,000? Explain how you found your answer. Write your answer in the space provided.

Go to the next page to finish Example Item 3.

Example Item 3. *Continued.*

Part A

Part B

Scoring Rubric

Points	Rationale
4	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates a complete understanding of using proportional relationships to solve multistep percent problems. • The response is correct and complete. • The response shows the application of a reasonable and relevant strategy. • Mathematical ideas are expressed coherently in the response, which is clear, complete, logical, and fully developed.
3	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates a nearly complete understanding of using proportional relationships to solve multistep percent problems. • The response is mostly correct but contains either a computation error or an unclear or incomplete explanation. • The response shows the application of a relevant strategy, though the strategy may be only partially applied or may remain unexplained. • Mathematical ideas are expressed only partially in the response.
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates a partial understanding of using proportional relationships to solve multistep percent problems. • The response is only partially correct. • The response shows the application of a relevant strategy, though the strategy may be only partially applied or may remain unexplained. • Mathematical ideas are expressed only partially in the response.
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates a minimal understanding of using proportional relationships to solve multistep percent problems. • The response is only minimally correct. • The response shows the incomplete or inaccurate application of a relevant strategy. • Mathematical ideas are expressed only partially in the response.
0	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates limited to no understanding of using proportional relationships to solve multistep percent problems. • The response is incorrect. • The response shows no application of a strategy. • Mathematical ideas cannot be interpreted or lack sufficient evidence to support even a limited understanding.

Exemplar Response

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

Note: If a student makes an error in one part that is carried through to subsequent parts, then the student is not penalized again for the same error.

MATHEMATICS CONTENT DESCRIPTION AND ADDITIONAL SAMPLE ITEMS

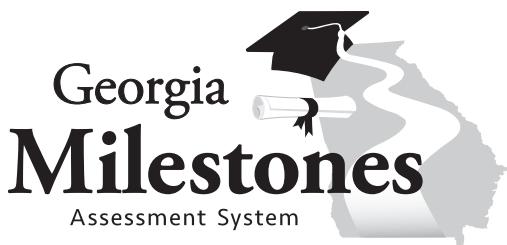
In this section, you will find information about what to study in order to prepare for the Grade 7 Mathematics EOG assessment. This includes key terms and important vocabulary words. This section also contains practice questions, with an explanation of the correct answers, and activities that you can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

The organization of Mathematics units in this guide is based on Frameworks developed by the Curriculum and Instructional Division of the Georgia Department of Education. These Frameworks can be accessed at <https://www.georgiastandards.org/Georgia-Standards/Pages/Math-6-8.aspx>.

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

CONTENT DESCRIPTION

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



Grade 7 Mathematics Formula Sheet

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

Perimeter

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

Circumference of a Circle

$$C = \pi d \quad \text{or} \quad C = 2\pi r$$

$$\pi \approx 3.14$$

Area

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

Rectangle $A = bh$

Circle $A = \pi r^2$

Surface Area

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

Volume of Right Prism

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

Mean

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

Interquartile Range

$$IQR = Q_3 - Q_1$$

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

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

Unit 1: Operations with Rational Numbers

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

KEY TERMS

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

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

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

Additive inverse: Two numbers that have a sum of zero. Subtraction of rational numbers can also be represented as adding the additive inverse of the number. For example, $4 - 8$ can also be represented as $4 + (-8)$. (NS.1c)

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

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

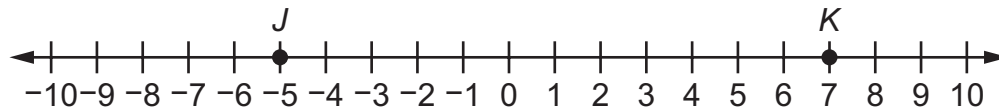
Terminating decimal: A decimal number that has a specific amount of digits, a decimal number with an end. (NS.2d)

Important Tips

- ✍ A negative number represents the **opposite** location on the number line as a positive number. For example, -2 is the opposite of 2.
- ✍ The opposite of the opposite of a number is the number itself. For example, $-(-2)$ is equal to 2.
- ✍ Add and subtract rational numbers by representing the problem on a number line or by using colored counters. Addition of rational numbers is finding the location of a sum. To complete this process, plot the first addend on the number line. Then, move the distance, or value, of the second addend. The sign of the addend will determine which direction to move. If the number has a negative sign, move toward the negative numbers. For example, $3 + -4 = -1$ by starting at 3 and moving a distance of 4 in a negative direction.
- ✍ Rules for multiplying signed numbers specify that two positive numbers or two negative numbers that are multiplied will have a positive product. The product of one positive number and one negative number will be negative.
- ✍ A rational number can be converted to a decimal by using long division. A rational number will be represented by a repeating decimal or a terminating decimal.

Sample Items 1–4**Item 1****Selected-Response**

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



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

- A. the sum of John's score and Kamira's score
- B. the difference between John's score and Kamira's score
- C. the absolute value of the difference of John's score and Kamira's score
- D. the sum of the absolute value of John's score and the absolute value of Kamira's score

Item 2**Selected-Response**

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

- A. -798
- B. -79.8
- C. 79.8
- D. 798

Item 3**Selected-Response**

What is the product?

$$-8(7 - 3.2)$$

- A. -59.2
- B. -30.4
- C. 30.4
- D. 52.8

Item 4**Selected-Response**

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

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

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

Unit 2: Expressions and Equations

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

KEY TERMS

Properties of Operations: Use addition or subtraction or rewrite linear expressions with rational coefficients in different forms.

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

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

Estimation: An approximate solution to a problem. When solving using strategies based on the properties of operations, compare the solution to the estimate. Use this comparison to determine whether the solution to the problem is reasonable. (EE.3)

Variable: A letter in an equation or inequality that represents an unknown number or a number in a given set of numbers. (EE.4)

Expressions: A grouping of numbers, variables, and operations. Expressions can be written in different forms while representing the same value. (EE.2)

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

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

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

Inequality: A grouping of numbers, variables, and operations with an inequality symbol, such as $<$, $>$, \leq , and \geq . The solution for an inequality is a set of numbers that makes the inequality true. Use a number line to graph the solutions to an inequality. (EE.4b)

Important Tips

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

Sample Items 5–9

Item 5

Constructed-Response

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

Part A Is $-3r + 137$ equivalent to the given expression? Write your answer in the space provided.

Part B Explain how you determined whether the expressions are or are not equivalent. Write your answer in the space provided.

Part A _____
Part B _____ _____ _____ _____ _____ _____ _____ _____

Item 6**Selected-Response**

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

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

Item 7**Multi-Part Technology-Enhanced**

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

Part A

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

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

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

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

Part B

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

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

Item 8

Extended Constructed-Response

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

Part A What is Julie’s hourly rate of pay, in dollars? Write your answer in the space provided.

Part B Julie’s manager proposes a new pay rate. The manager says that Julie can make her original pay rate for the first 8 hours she works each day and that for any hours over the first 8 in each day she will be paid double her hourly rate. Explain how you would find her weekly earnings using this method. Write your answer in the space provided.

Part C Julie thinks she can earn more money if she is paid $1\frac{1}{2}$ times her hourly rate for any hours over 40 in her weekly total, where the first 40 hours are at her original rate of pay. Which method of payment, Julie’s or her manager’s, would give Julie higher weekly earnings? Explain your reasoning. Write your answer in the space provided.

Go to the next page to finish Item 8.

Item 8. *Continued.*

Part A _____
Part B _____ _____ _____ _____ _____ _____ _____ _____ _____
Part C _____ _____ _____ _____ _____ _____ _____ _____ _____

Item 9

Selected-Response

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

What is the number?

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

Unit 3: Ratios and Proportional Relationships

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

KEY TERMS

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

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

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

Constant of proportionality: A proportional relationship will change by the same value over time by this value. It is represented by the value of the ratio (k) between y and x as $y = kx$. (RP.2)

A **proportional relationship** can be identified in the following ways:

- A graph shows a straight line that extends through the origin, (0, 0).
- A table shows input and output values that change by the same unit rate.
- An equation relates two numbers or variables with the unit rate of change. For example, $y = 3x$ shows that the value of y is proportional to the value of x using the unit rate of 3 to 1. (RP.2)

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

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

Scale drawing: A drawing or geometric figure drawn with a scale factor to change the size.

Important Tips

- ✍ The constant of proportionality is the unit rate.
- ✍ A ratio can be represented using fractions, decimals, or percentage. These forms can be used interchangeably because the value of the ratio does not change, only the form that is used to write the value.
- ✍ Solve ratio and percent problems by using proportional relationships, including interest rates, tax, and percent increase or decrease. For example, a tree height increased from 100 inches to 120 inches. The percent increase is $\frac{20}{100}$ or 20%.

Sample Items 10–14

Item 10

Selected-Response

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

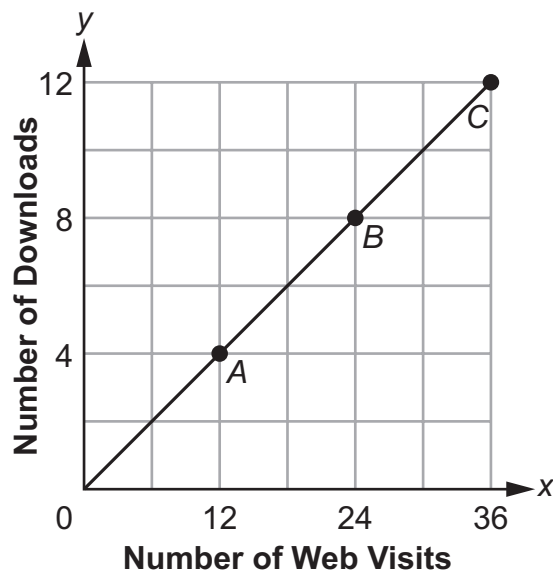
At that rate, how many months will it take to grow 22.5 centimeters of hair?

- A. 9 months
- B. $11\frac{1}{4}$ months
- C. 18 months
- D. $28\frac{1}{8}$ months

Item 11

Selected-Response

Consider the graph.



What does point A represent on this graph?

- A. When there are 12 web visits, there are 4 downloads.
- B. When there are 12 downloads, there are 4 web visits.
- C. As the number of web visits increases by 12, the number of downloads decreases by 4.
- D. As the number of web visits decreases by 12, the number of downloads increases by 4.

Item 12**Selected-Response**

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

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

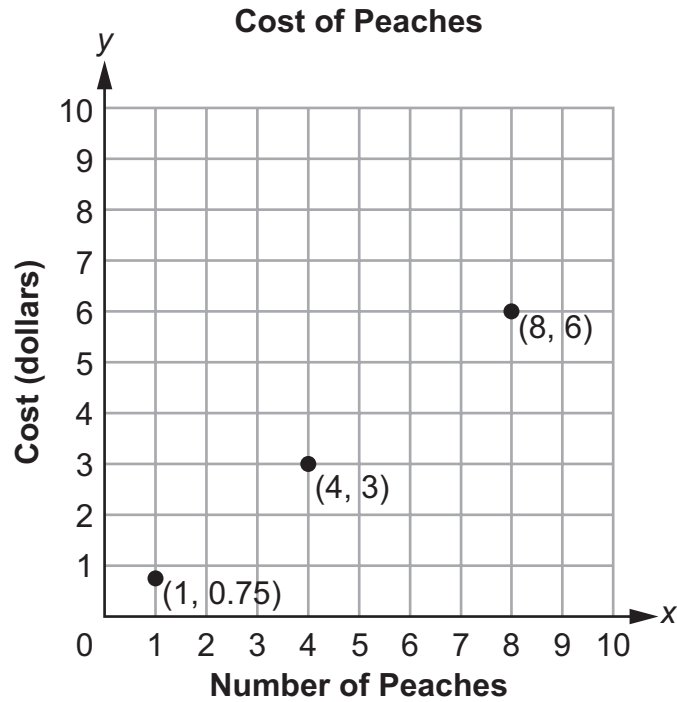
Item 13**Selected-Response**

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

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

Item 14**Multi-Select Technology-Enhanced**

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



Select **THREE** statements that are true about the graph.

- A. There is a proportional relationship between the number of peaches and the cost because a line can be drawn passing through the origin and connecting all the points shown.
- B. There is a proportional relationship between the number of peaches and the cost because the x-value is always greater than the y-value.
- C. The point (1, 0.75) can be used to represent the unit rate of 0.75 dollars per peach.
- D. The point (1, 0.75) can be used to determine the total cost by subtracting 0.25 from the number of peaches.
- E. The point (4, 3) represents the cost of \$4 for 3 peaches.
- F. The point (4, 3) represents 4 peaches at a cost of \$3.

Unit 4: Geometry

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

KEY TERMS

Use rulers and protractors as tools to draw geometric shapes given specific conditions.

- **Angle:** The measure of the portion of a circle within two rays.
- **Parallel lines:** Two lines that are always an equal distance apart.
- **Perpendicular lines:** Two lines that intersect at a 90° angle.
- **Number of sides:** The number of lines used to create a figure.
- **Lengths of sides:** The lengths of the lines used to create a figure.
- **Vertex:** The point where two lines of a figure meet. (G.2)

Cross section: The shape obtained by slicing a three-dimensional figure. (G.3)

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

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

Circle:

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

Find the measure of an unknown angle by using the following information:

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

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

Volume: The amount of space a shape takes up in three dimensions: length, width, and height. A solid figure can be packed with equally sized cubes without gaps or overlaps. The volume of a right rectangular prism can be determined using one of two formulas.

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

Important Tips

- ✍ In triangles, the height must be measured from the highest point and be perpendicular to the base.
- ✍ The radius is half the diameter, or half the distance across a circle.
- ✍ The ratio of the circumference to the diameter is pi, which can be represented in equations as 3.14.
- ✍ Find the area, surface area, and volume of two-dimensional and three-dimensional figures by decomposing the figures into triangles, quadrilaterals, polygons, cubes, and right rectangular prisms.

Sample Items 15–18

Item 15

Selected-Response

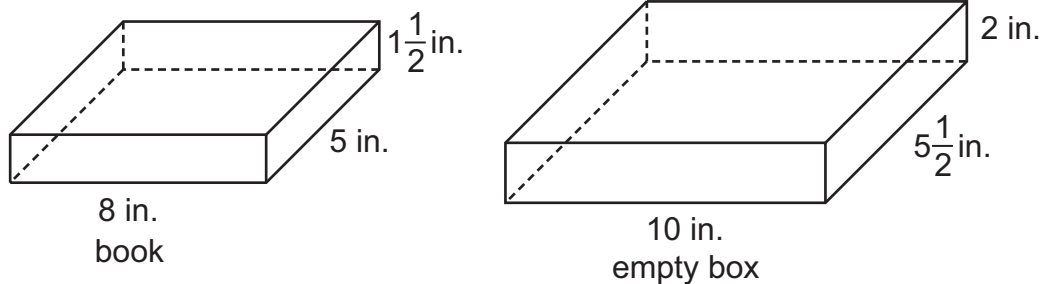
A bicycle training wheel has a radius of 3 inches. The bicycle wheel has a radius of 10 inches. Approximately how much smaller, in square inches and rounded to the nearest hundredth, is the area of the training wheel than the area of the regular wheel?

- A. 21.98
- B. 153.86
- C. 285.74
- D. 1,142.96

Item 16

Constructed-Response

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



- Part A** How much empty space, in cubic inches, will be in the box after Lequan puts the book inside it? Write your answer in the space provided.
- Part B** What is the minimum amount, in square inches, of wrapping paper needed to completely cover the outside of the box? Write your answer in the space provided.

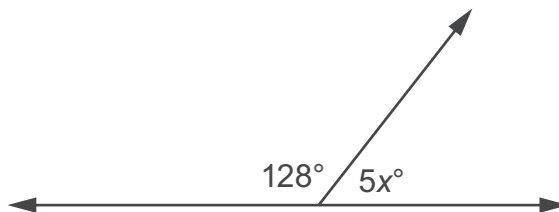
Part A _____

Part B _____

Item 17

Selected-Response

Consider the diagram of supplementary angles.



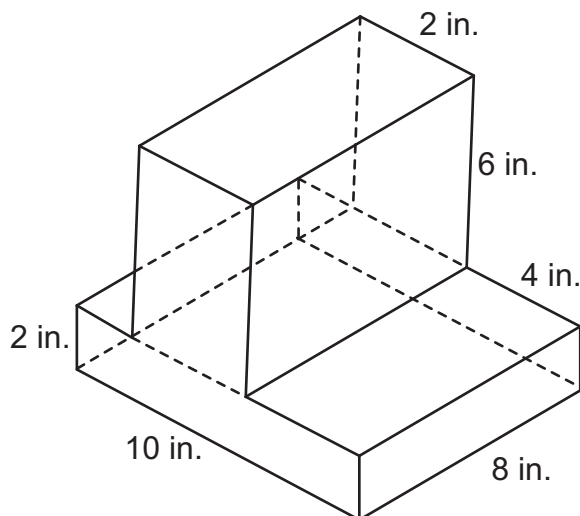
What is the value of x ?

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

Item 18

Selected-Response

Consider the figure composed of two rectangular prisms.



What is the volume of this figure, in cubic inches?

- A. 32
- B. 256
- C. 416
- D. 7,680

Unit 5: Inferences

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

KEY TERMS

Statistical information: Using a sample of a population to gather information on a large population. (SP.1)

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

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

Inference: A conclusion, estimate, or prediction based on data. The data collected from a sampling of a population can be used to make inferences about the entire population. (SP.2)

Distribution of data can be described using the following terms:

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

Important Tips

- ✍ A sample of the population must represent all groups within that population for generalizations about the population to be made. For example, a sample of populations of dogs must include individuals from many different breeds. The data would be invalid if the sample included only large dog breeds.
- ✍ Use the distribution of numerical data for two different populations to make inferences that compare the two populations.

Sample Items 19–22

Item 19

Selected-Response

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

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

Item 20

Constructed-Response

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

Class A: 99, 75, 84, 70, 86, 80

Class B: 85, 83, 87, 90, 85, 82

Part A Based on the samples, which class generally has higher quiz scores? Write your answer in the space provided.

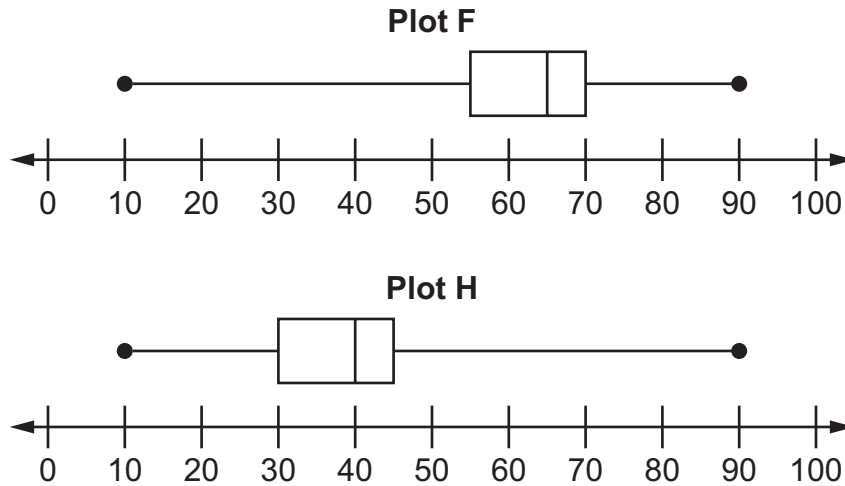
Part B Use measures of center and/or variability to justify your answer. Write your answer in the space provided.

Part A _____
Part B _____ _____ _____ _____ _____ _____ _____

Item 21

Selected-Response

Consider the two box plots.



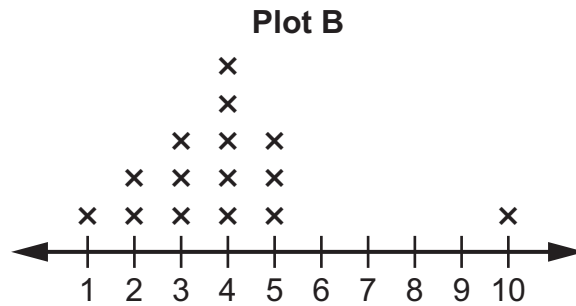
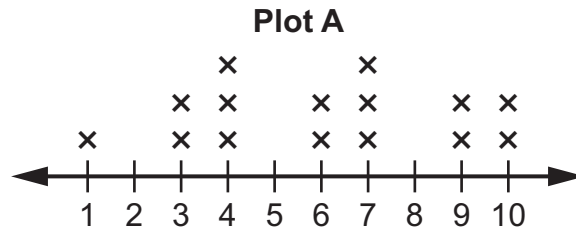
Which statement is TRUE?

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

Item 22

Constructed-Response

Use the line plots to answer the question.



What is the difference between the medians of Plot A and Plot B? Explain how you found your answer. Write your answer in the space provided.

Unit 6: Probability

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

KEY TERMS

Probability: The chance that an event will occur expressed as a number between 0 and 1. A small number represents a small likelihood that an event will occur. (SP.5) Estimate the probability of an event occurring by collecting data on the frequency of the event occurring. (SP.6)

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

Experimental probability: The probability of an event occurring when an experiment is conducted. (SP.7)

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

Compound events: A combination of more than one simple event. The probability of a compound event occurring is found by combining the probability of each mutually exclusive event. (SP.8)

Sample space: A set of all possible outcomes for an event or combinations of events. Represent the sample space of a compound event by using models, such as lists, tables, simulations, and tree diagrams. (SP.8)

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

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

Important Tips

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

Sample Items 23–27**Item 23****Selected-Response**

A bag contains 14 blue marbles and 14 purple marbles.

What is the likelihood of randomly drawing a purple marble?

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

Item 24**Selected-Response**

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

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

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

Item 25**Selected-Response**

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

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

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

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

Item 26**Selected-Response**

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

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

Item 27**Multi-Part Multi-Select Technology-Enhanced****Part A**

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

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

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

Part B

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

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

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

MATHEMATICS ADDITIONAL SAMPLE ITEM KEYS

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
1	MGSE7.NS.1b	2	A	The correct answer is choice (A) the sum of John's score and Kamira's score. The number 2 was correctly identified as the sum of their scores. Choice (B) is incorrect because the incorrect sign was used for John's score before it was subtracted from Kamira's score. Choice (C) is incorrect because the scores were added together using the opposite sign. Choice (D) is incorrect because the scores were added before taking the absolute value.
2	MGSE7.NS.2a	1	B	The correct answer is choice (B) -79.8 . The difference, -19 , is multiplied by 4.2 . Choice (A) is incorrect because the decimal was not used when multiplying. Choice (C) is incorrect because the integers in the parentheses were reversed, resulting in $+19$ multiplied by 4.2 . Choice (D) is incorrect because the integers in the parentheses were reversed and the decimal was not used when multiplying.
3	MGSE7.NS.2a	1	B	The correct answer is choice (B) -30.4 . Use the Distributive Property: $-8(7) + 8(3.2) = -30.4$ or the order of operations: $-8(3.8) = -30.4$. Choice (A) is incorrect because it ignores the parentheses: $-8(7) - 3.2$. Choice (C) is incorrect because the product of a positive and a negative is negative. Choice (D) is incorrect because it ignores the parentheses and the rules for multiplying signed numbers.
4	MGSE7.NS.3	2	A	The correct answer is choice (A) \$59 increase. The integer rules for multiplying, adding, and subtracting were performed accurately. Choice (B) is incorrect because the amounts of the withdrawals and the purchase were added together as positive numbers and subtracted from the amount of the paycheck deposit, which was treated as a negative. Choice (C) is incorrect because the operations were performed with all the numbers being positive. Choice (D) is incorrect because the operations were performed with all negative numbers.
5	MGSE7.EE.1	2	N/A	See scoring rubric and exemplar responses beginning on page 127.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
6	MGSE7.EE.1	2	D	The correct answer is choice (D) $-7y + 14$. The distributive property and the rules for multiplying integers are correctly used. Choice (A) is incorrect because the distributive property and the rules for multiplying integers were not used. Choice (B) is incorrect because the distributive property was not used, even though the rules for multiplying integers were. Choice (C) is incorrect because the rules for multiplying integers were not used, but the distributive property was used.
7	MGSE7.EE.4a	3	Part A: C Part B: B	Part A: The correct answer is choice (C) the number of boards in one kit. The unknown in the equation is the number of boards. Choices (A) and (B) are incorrect because the number of screws is given, so it is not unknown. Choice (D) is incorrect because the amount is for six kits instead of just one. Part B: The correct answer is choice (B) 14. When solving the given equation for x , the answer is 14. Choices (A), (C), and (D) are all the results of computational errors when solving the equation.
8	MGSE7.EE.3	3	N/A	See scoring rubric and exemplar responses beginning on page 129.
9	MGSE7.EE.4a	2	A	The correct answer is choice (A) $n = -5$. The equation was correctly set up as $-4(n + 8) = -12$ and both the distributive property and the rules for multiplying integers were correctly used to solve. Choice (B) is incorrect because the -4 was not distributed to the 8 and the sign of 8 was negative, which resulted in an incorrect equation being solved correctly. Choice (C) is incorrect because the -4 was not distributed to the 8, which resulted in an incorrect equation being solved correctly. Choice (D) is incorrect because the sign of 8 was a negative, which resulted in an incorrect equation being solved correctly.
10	MGSE7.RP.3	2	C	The correct answer is choice (C) 18 months. The proportion $\frac{2.5 \text{ cm}}{2 \text{ mo}} = \frac{22.5 \text{ cm}}{x \text{ mo}}$ was set up and solved correctly. Choice (A) is incorrect because it is the result of dividing 22.5 by 2.5. Choice (B) is incorrect because it is the result of dividing 22.5 by 2. Choice (D) is incorrect because it is the result of setting up and solving the incorrect proportion $\frac{2 \text{ mo}}{2.5 \text{ cm}} = \frac{22.5 \text{ cm}}{x \text{ mo}}$.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
11	MGSE7.RP.2d	2	A	The correct answer is choice (A) When there are 12 web visits, there are 4 downloads. Each point (x, y) on the graph represents <i>(number of web visits, number of downloads)</i> . So the point $(12, 4)$ represents the fact that when there are 12 web visits, there are 4 downloads. Choice (B) is incorrect because it reverses the meaning of the coordinates. Choices (C) and (D) are both incorrect because a single point does not represent the slope/rate of change and both values are increasing: As the number of web visits increases, the number of downloads increases.
12	MGSE7.RP.3	2	C	The correct answer is choice (C) 1,300 grams. It is found by dividing 1,170 by 0.90. Choice (A) is incorrect because it is the result of multiplying 0.9 and 1,170. Choice (B) is incorrect because it is the result of multiplying 1.1 and 1,170. Choice (D) is incorrect because it is the result of adding 170 to 1,170.
13	MGSE7.G.1	2	B	The correct answer is choice (B) 6 centimeters. The proportion $\frac{1 \text{ cm}}{3 \text{ m}} = \frac{x \text{ cm}}{18 \text{ m}}$ was set up and solved correctly. Choice (A) is incorrect because the wrong unit label is used. Choice (C) is incorrect because the scale was not applied correctly and the wrong unit label is used. Choice (D) is incorrect because the scale was not applied correctly.
14	MGSE7.RP.2d	2	A/C/F	The correct answer is choices (A), (C), and (F). Choice (B) is incorrect because the explanation for being a proportional relationship is incorrect. Choice (D) is incorrect because subtracting is not how you find the total cost. Choice (E) is incorrect because it confuses the cost with the number of peaches.
15	MGSE7.G.4	2	C	The correct answer is choice (C) 285.74. The area of the wheel is 314 square inches and the area of the training wheel is 28.26 square inches, resulting in a difference of 285.74 square inches. Choice (A) is incorrect because the radius of each wheel was not squared in the area formula. Choice (B) is incorrect because the difference of the radii was computed first and then substituted into the area formula. Choice (D) is incorrect because the diameter of each wheel was used and substituted into the formula.
16	MGSE7.G.6	3	N/A	See scoring rubric and exemplar responses on page 131.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
17	MGSE7.G.5	2	A	The correct answer is choice (A) 10.4. Since $(180 - 128) \div 5 = x$, x is 10.4. Choice (B) is incorrect because $(180 - 128)$ was not divided by 5 to find x . Choice (C) is incorrect because the angle measure of 128 was added to 180 and then divided by 5. Choice (D) is incorrect because it is the solution to $128 - (180 \div 5)$.
18	MGSE7.G.6	2	B	The correct answer is choice (B) 256. The shape was divided into two rectangular prisms and the volume of each was added together. Choice (A) is incorrect because all the given measurements were added together. Choice (C) is incorrect because the wrong dimensions $(10 \cdot 8 \cdot 4)$ were used to find the base volume. Choice (D) is incorrect because all the given dimensions were multiplied together.
19	MGSE7.SP.1	2	D	The correct answer is choice (D) every third student arriving at school. This correct choice will result in the most random sample. Choice (A) is incorrect because it excludes most students in several grades. Choice (B) is incorrect because it is not a random sample—all students in the population do not have an equal chance of being selected. Choice (C) is incorrect because it is not a random sample—it excludes students who do not play on teams.
20	MGSE7.SP.4	2	N/A	See scoring rubric and exemplar responses on page 132.
21	MGSE7.SP.3	2	C	The correct answer is choice (C) The median of Plot F is greater than the median of Plot H. The median of Plot F is 65, which is greater than the median of Plot H, which is 40. Choice (A) is incorrect because both plots have a range of 80. Choice (B) is incorrect because Plot H has less than 25% of its data greater than 50. Choice (D) is incorrect because the lower quartile of Plot F is 55 and the upper quartile is about 70, which is a spread of 15. Plot H has a lower quartile of 30 and an upper quartile of about 45, which is a spread of 15.
22	MGSE7.SP.4	2	N/A	See scoring rubric and exemplar responses on page 133.
23	MGSE7.SP.5	2	C	The correct answer is choice (C) neither unlikely nor likely. The number of each color of marbles is equal, so each color is equally likely to be chosen. Choice (A) is incorrect because there is more than one color of marbles. Choice (B) is incorrect because the number of purple marbles is not greater than the number of blue marbles. Choice (D) is incorrect because the number of purple marbles is not less than the number of blue marbles.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
24	MGSE7.SP.6	2	C	The correct answer is choice (C) 10. For each roll, there is a 4 out of 6 chance of rolling a number less than 5, and $\frac{4}{6} \cdot 15 = \frac{60}{6} = 10$. Choice (A) is incorrect because it includes the chances of rolling a number more than 5. Choice (B) is incorrect because it includes rolling a 5 or more. Choice (D) is incorrect because it includes rolling a 5 or less.
25	MGSE7.SP.7b	1	B	The correct answer is choice (B) 0.20. There are 8 green marbles and $8 \div 40 = 0.20$. Choice (A) is incorrect because it is the probability of picking 1 green marble out of 8 total selections. Choice (C) is incorrect because it is the probability that the marble is not green. Choice (D) is incorrect because it is the probability that a marble of any color will be selected.
26	MGSE7.SP.8a	2	B	The correct answer is choice (B) $\frac{1}{6}$. There are 12 possible outcomes: {H1, H2, H3, H4, H5, H6, T1, T2, T3, T4, T5, T6} and 2 of those outcomes are heads and greater than 4: {T5, T6}. Therefore the probability is $\frac{2}{12} = \frac{1}{6}$. Choice (A) is incorrect because there are 2 ways to get heads and a number greater than 4, not 1 way. Choice (C) is incorrect because it is the probability of getting a number greater than 4. Choice (D) is incorrect because it includes H4 in the count of favorable outcomes; it is also the probability of getting heads.
27	MGSE7.SP.6	2	Part A: B Part B: B/C	Part A: The correct answer is choice (B) 0.107. When you divide 32 by 300, the answer is closest to 0.107. Choices (A), (C), and (D) are incorrect because they are not as close to the correct answer as choice (B). Part B: The correct answer is choices (B) and (C). The theoretical probability predicts about 67, so 64 and 70 are the two closest approximations of the frequency of the number cube landing with the 3 face-up. Choices (A), (D), and (E) are incorrect because they are not as close to the theoretical frequency as choices (B) and (C).

MATHEMATICS SAMPLE SCORING RUBRICS AND EXEMPLAR RESPONSES

Item 5

Scoring Rubric

Points	Rationale
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates a complete understanding of applying properties of operations to simplify expressions with rational coefficients. • The response is correct and complete. • The response shows the application of a reasonable and relevant strategy. • Mathematical ideas are expressed coherently in the response, which is clear, complete, logical, and fully developed.
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates a partial understanding of applying properties of operations to simplify expressions with rational coefficients. • The response is mostly correct but contains either a computation error or an unclear or incomplete explanation. • The response shows the application of a relevant strategy, though the strategy may be only partially applied or may remain unexplained. • Mathematical ideas are expressed only partially in the response.
0	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates limited to no understanding of applying properties of operations to simplify expressions with rational coefficients. • The response is incorrect. • The response shows no application of a strategy. • Mathematical ideas cannot be interpreted or lack sufficient evidence to support even a limited understanding.

Item 5

Exemplar Response

Points Awarded	Sample Response
2	Part A: yes AND Part B: I combined like terms in the given expression. The result was the expression in Part A. I also substituted the same value for the variable into both expressions and it always resulted in the same number. <i>Or other valid explanation.</i>
1	Part A: yes OR Part B: I combined like terms in the given expression. The result was the expression in Part A. I also substituted the same value for the variable into both expressions and it always resulted in the same number. OR <i>an explanation that contains a computation error but contains the correct process</i>
0	<i>Response is irrelevant, inappropriate, or not provided.</i>

Item 8

Scoring Rubric

Points	Rationale
4	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates a complete understanding of solving multistep, real-life problems posed with rational numbers in any form. • The response is correct and complete. • The response shows the application of a reasonable and relevant strategy. • Mathematical ideas are expressed coherently in the response, which is clear, complete, logical, and fully developed.
3	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates a nearly complete understanding of solving multistep, real-life problems posed with rational numbers in any form. • The response is mostly correct but contains either a computation error or an unclear or incomplete explanation. • The response shows the application of a relevant strategy, though the strategy may be only partially applied or may remain unexplained. • Mathematical ideas are expressed only partially in the response.
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates a partial understanding of solving multistep, real-life problems posed with rational numbers in any form. • The response is only partially correct. • The response shows the application of a relevant strategy, though the strategy may be only partially applied or may remain unexplained. • Mathematical ideas are expressed only partially in the response.
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates a minimal understanding of solving multistep, real-life problems posed with rational numbers in any form. • The response is only minimally correct. • The response shows the incomplete or inaccurate application of a relevant strategy. • Mathematical ideas are expressed only partially in the response.
0	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates limited to no understanding of solving multistep, real-life problems posed with rational numbers in any form. • The response is incorrect. • The response shows no application of a strategy. • Mathematical ideas cannot be interpreted or lack sufficient evidence to support even a limited understanding.

Item 8

Exemplar Response

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

Note: If a student makes an error in one part that is carried through to subsequent parts, then the student is not penalized again for the same error.

Item 16

Scoring Rubric

Points	Rationale
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates a complete understanding of solving real-world problems involving volume and surface area of prisms. • The response is correct and complete. • The response shows the application of a reasonable and relevant strategy. • Mathematical ideas are expressed coherently in the response, which is clear, complete, logical, and fully developed.
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates a partial understanding of solving real-world problems involving volume and surface area of prisms. • The response is mostly correct but contains either a computation error or an unclear or incomplete explanation. • The response shows the application of a relevant strategy, though the strategy may be only partially applied or may remain unexplained. • Mathematical ideas are expressed only partially in the response.
0	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates limited to no understanding of solving real-world problems involving volume and surface area of prisms. • The response is incorrect. • The response shows no application of a strategy. • Mathematical ideas cannot be interpreted or lack sufficient evidence to support even a limited understanding.

Exemplar Response

Points Awarded	Sample Response
2	<p>Part A: 50</p> <p>AND</p> <p>Part B: 172</p>
1	<p>Part A: 50</p> <p>OR</p> <p>Part B: 172</p>
0	<i>Response is irrelevant, inappropriate, or not provided.</i>

Item 20

Scoring Rubric

Points	Rationale
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates a complete understanding of comparing two populations using a measure of center or variability. • The response shows the application of a reasonable and relevant strategy. • Mathematical ideas are expressed coherently in the response, which is clear, complete, logical, and fully developed.
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates a partial understanding of comparing two populations using a measure of center or variability. • The response is mostly correct but contains either a computation error or an unclear or incomplete explanation. • The response shows the application of a relevant strategy, though the strategy may be only partially applied or may remain unexplained. • Mathematical ideas are expressed only partially in the response.
0	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates limited to no understanding of comparing two populations using a measure of center or variability. • The response is incorrect. • The response shows no application of a strategy. • Mathematical ideas cannot be interpreted or lack sufficient evidence to support even a limited understanding.

Exemplar Response

Points Awarded	Sample Response
2	<p>Part A: Class B</p> <p>AND</p> <p>Part B: Class B has a higher mean score and a smaller range than Class A. Therefore, in general, Class B has higher scores. <i>Or other valid explanation.</i></p>
1	<p>Part A: Class B</p> <p>OR</p> <p>Part B: Class B has a higher mean score and a smaller range than Class A. Therefore, in general, Class B has higher scores.</p> <p>OR</p> <p><i>an explanation that contains a computation error but contains the correct process</i></p>
0	<p><i>Response is irrelevant, inappropriate, or not provided.</i></p>

Item 22

Scoring Rubric

Points	Rationale
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"> The response demonstrates a complete understanding of using measures of center to draw informal comparative inferences about two populations. The response is correct and complete. The response shows the application of a reasonable and relevant strategy. Mathematical ideas are expressed coherently in the response, which is clear, complete, logical, and fully developed.
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"> The response demonstrates a partial understanding of using measures of center to draw informal comparative inferences about two populations. The response is mostly correct but contains either a computation error or an unclear or incomplete explanation. The response shows the application of a relevant strategy, though the strategy may be only partially applied or may remain unexplained. Mathematical ideas are expressed only partially in the response.
0	<p>The response achieves the following:</p> <ul style="list-style-type: none"> The response demonstrates limited to no understanding of using measures of center to draw informal comparative inferences about two populations. The response is incorrect. The response shows no application of a strategy. Mathematical ideas cannot be interpreted or lack sufficient evidence to support even a limited understanding.

Exemplar Response

Points Awarded	Sample Response
2	<p>The difference is 2.</p> <p>AND</p> <p>To find the median, arrange the data from least to greatest, and the middle number is the median. The median of Plot A is 6 and the median of Plot B is 4, so the difference is 2. <i>Or other valid explanation.</i></p>
1	<p>The difference is 2 with no explanation or an incorrect explanation</p> <p>OR</p> <p><i>an explanation that contains a computation error but contains the correct process</i></p>
0	<p><i>Response is irrelevant, inappropriate, or not provided.</i></p>

APPENDIX: LANGUAGE PROGRESSIVE SKILLS, BY GRADE

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

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

* Subsumed by L.7.3a

† Subsumed by L.9-10.1a

‡ Subsumed by L.11-12.3a

END OF GRADE 7
*EOG STUDY/RESOURCE GUIDE
FOR STUDENTS AND PARENTS*

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

