



WELCOME

The word 'WELCOME' is written in large, colorful, dotted letters. The letters are: W (red), E (orange), L (yellow), C (green), O (light blue), M (pink), and E (teal). A red arrow points from the top left towards the 'E' in 'WELCOME'. A green and white striped arrow points from the left towards the 'W'.



Georgia Milestone Assessment System

A white, torn-edge paper graphic is centered on the page, containing the main title text.

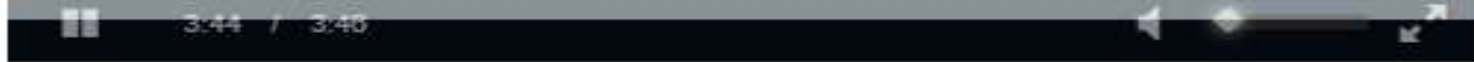
*A Parents Guide*

5<sup>th</sup> Grade

Math, Reading Science, and Social Studies



# What is the GMAS Assessment



# important Dates

## Elementary EOG Testing Window

Day	Grade	Date	Subject	Multiple Sessions
Day 1	3, 4, and 5	Wednesday, May 1	English/Language Arts Section 1 - Writing	Multiple Sessions are mandatory  Grade 3 Online  Grade 4 Online  Grade 5 Online  ALL Read Alouds Online
Day 2	3, 4, and 5	Thursday, May 2	English/Language Arts Section 2	
Day 3	3, 4, and 5	Friday, May 3	English/Language Arts Section 3	
Day 4	3, 4, and 5	Monday, May 6	<i>Make-up</i>	
Day 5	3, 4, and 5	Tuesday, May 7	Math Section 1	
Day 6	3, 4 and 5	Wednesday, May 8	Math Section 2	
Day 7	5	Thursday, May 9	Science Sections 1 and 2	
Day 8	5	Friday, May 10	Social Studies Sections 1 and 2	
Day 9	3, 4, and 5	Monday, May 13	<i>Make-up</i>	

# policies for Arrival/Dismissal

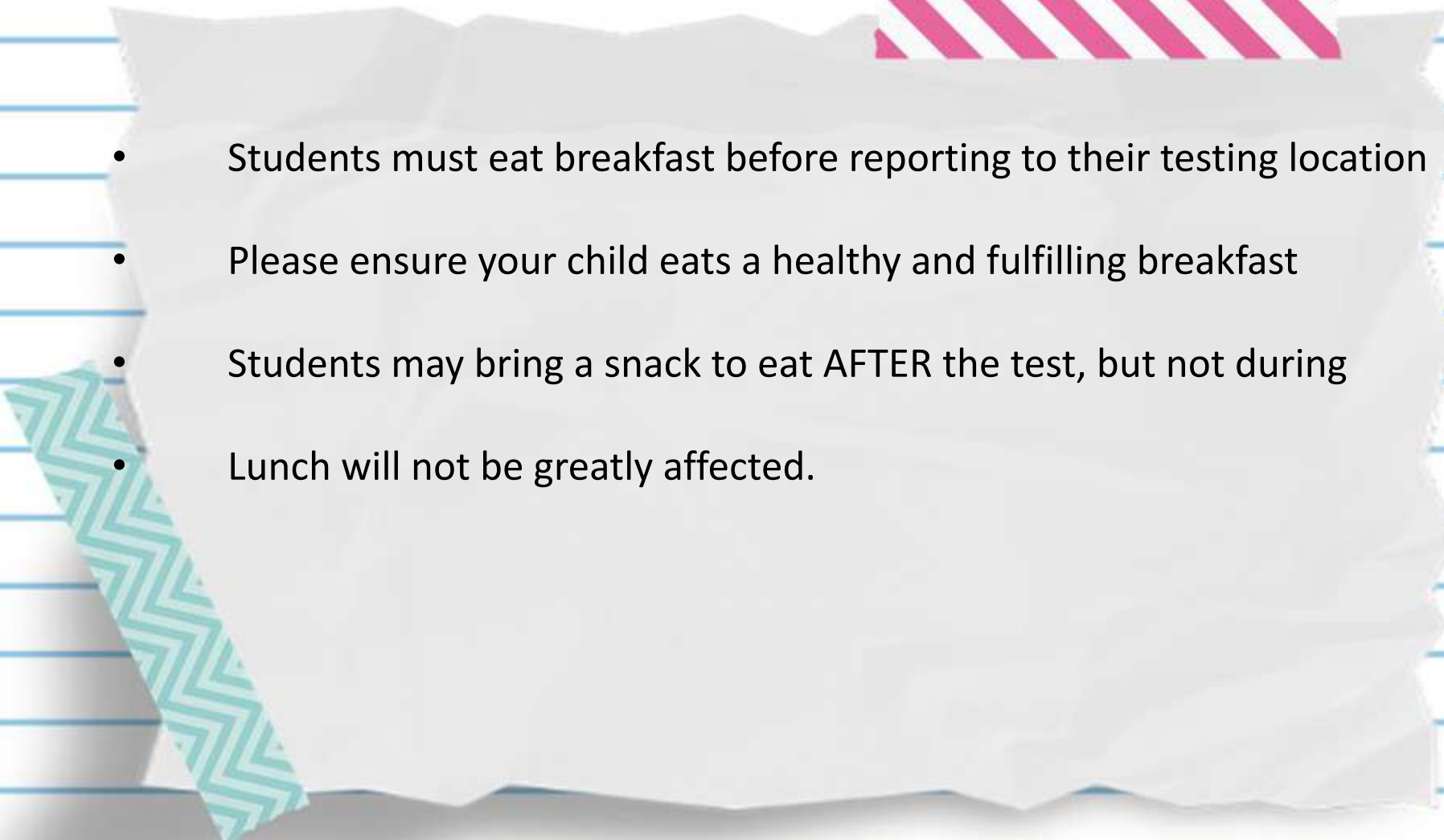
- Students need to arrive to school by 7:45 am
- Students will report directly to their designated testing sites
- Please ensure that your students report directly to breakfast if need be.
- If students are late, they will have to make up the assessment.



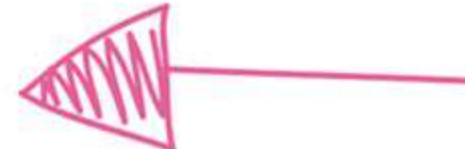
# policies for



# Breakfast/Lunch

- 
- Students must eat breakfast before reporting to their testing location
  - Please ensure your child eats a healthy and fulfilling breakfast
  - Students may bring a snack to eat AFTER the test, but not during
  - Lunch will not be greatly affected.

# Dept. of Knowledge



## 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.

# all about Math



## DESCRIPTION OF TEST FORMAT AND ORGANIZATION

The Grade 5 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 5 Mathematics EOG assessment will measure the Grade 5 standards that are described at [www.georgiastandards.org](http://www.georgiastandards.org).

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

- Operations and Algebraic Thinking
- Number and Operations in Base 10
- Number and Operations—Fractions
- Measurement and Data
- Geometry

## ITEM TYPES

The Mathematics portion of the Grade 5 EOG assessment consists of selected-response (multiple-choice), technology-enhanced (multi-part or multi-select), constructed-response, and extended constructed-response items.



# all about Math



Mathematics

## Grade 5 Mathematics EOG Assessment Design

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

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

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

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

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

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



# all about Math



## GRADE 5 MATHEMATICS: DOMAIN STRUCTURES AND CONTENT WEIGHTS

Reporting Category	Standards Assessed	Approximate Percentage of Test	Approximate Number of Points	
Operations and Algebraic Thinking	MGSE5.OA.1 MGSE5.OA.2 MGSE5.OA.3	10%	6	
Number and Operations in Base 10	MGSE5.NBT.1 MGSE5.NBT.2 MGSE5.NBT.3 MGSE5.NBT.4	MGSE5.NBT.5 MGSE5.NBT.6 MGSE5.NBT.7	25%	14
Number and Operations—Fractions	MGSE5.NF.1 MGSE5.NF.2 MGSE5.NF.3 MGSE5.NF.4	MGSE5.NF.5 MGSE5.NF.6 MGSE5.NF.7	30%	17
Measurement and Data	MGSE5.MD.1 MGSE5.MD.2 MGSE5.MD.3	MGSE5.MD.4 MGSE5.MD.5	20%	12
Geometry	MGSE5.G.1 MGSE5.G.2 MGSE5.G.3 MGSE5.G.4		15%	9

# all about Math



## Example 1

### Selected-Response

**DOK Level 1:** This is a DOK level 1 item because it asks students to use what they know about place value and determining how much greater the same digit is in the tens place versus the ones place.

**Mathematics Grade 5 Content Domain:** Number and Operations in Base Tens

**Standard:** MGSE5.NBT.1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and  $1/10$  of what it represents in the place to its left.

A number is shown.

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How many times greater is the value of the underlined digit 6 than the value of the digit 6 that is not underlined?

- A. 6
- B. 10
- C. 60
- D. 100

**Correct Answer:** B

**Explanation of Correct Answer:** The correct answer is choice (B) 10. The underlined digit 6 is in the tens place and the digit 6 that is not underlined is in the ones place. The value of the same digit in the tens place is always ten times the value of that digit in the ones place. Choice (A) is incorrect because it shows a lack of understanding of place value. Choice (C) is incorrect because it shows the value of the underlined digit 6, but this does not compare the values of the digits. Choice (D) is incorrect because it shows what the answer would be if the digit 6 that is underlined were in the hundreds place rather than the tens place.



# all about Math



## Example 2

### Constructed-Response

**DOK Level 2:** This is a DOK level 2 item because it assesses the ability to evaluate multi-step expressions with and without parentheses and apply the order of operations rules.

**Mathematics Grade 5 Content Domain:** Operations and Algebraic Thinking

**Standard:** MGSE5.OA.1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

**Evaluate these two expressions.**

$$(7 + 5) \times 4$$

$$7 + 5 \times 4$$

**Part A** Write the expression with the greatest value. Write your answer in the space provided.

**Part B** Explain why this expression has a greater value. Write your answer in the space provided.

Part A	_____
Part B	_____ _____ _____



# all about Math



## Rubric/Sample

Scoring Rubric

Points	Rationale
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>The response demonstrates a complete understanding of how to evaluate multi-step expressions with and without parentheses.</li> <li>The response is correct and complete.</li> <li>The response shows the application of a reasonable and relevant strategy.</li> <li>Mathematical ideas are expressed coherently in the response, which is clear, complete, logical, and fully developed.</li> </ul>
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>The response demonstrates a partial understanding of how to evaluate multi-step expressions with and without parentheses.</li> <li>The response is mostly correct but contains either a computation error or an unclear or incomplete explanation.</li> <li>The response shows the application of a relevant strategy, though the strategy may be only partially applied or may remain unexplained.</li> <li>Mathematical ideas are expressed only partially in the response.</li> </ul>
0	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>The response demonstrates limited to no understanding of how to evaluate multi-step expressions with and without parentheses.</li> <li>The response is incorrect.</li> <li>The response shows no application of a strategy.</li> <li>Mathematical ideas cannot be interpreted or lack sufficient evidence to support even a limited understanding.</li> </ul>

Points Awarded	Sample Response
2	<p>Part A: <math>(7 + 5) \times 4</math></p> <p><b>AND</b></p> <p>This expression has a value of 48, which is greater than the value of the other expression, which is 27. The first expression has parentheses around 7 plus 5, so you have to add these numbers first to find a sum of 12. Next, you multiply the sum of 12 by 4. The total value is 48. For the second expression, there are no parentheses. If there are no parentheses in an expression, multiplication comes before addition. Therefore, you multiply 5 times 4, which is 20. Next you add 7 to 20, which is 27. <i>OR other valid explanation.</i></p>
1	<p>Part A: <math>(7 + 5) \times 4</math></p> <p><b>OR</b></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>

# all about Math



## Rubric/Sample

### Extended Constructed-Response

**DOK Level 3:** This is a DOK level 3 item because it asks students to assess the reasonableness of a given answer and justify their assessment. The students then must determine how to correct the error and explain their reasoning.

**Mathematics Grade 5 Content Domain:** Number and Operations—Fractions

**Standard:** MGSE5.NF.2. Solve word problems involving addition and subtraction of fractions, including cases of unlike denominators (e.g., by using visual fraction models or equations to represent the problem). Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.

Use the fraction bars to help you solve the problem.

$\frac{1}{3}$			$\frac{1}{3}$			$\frac{1}{3}$				
$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		
$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$

Anita is making chocolate fudge brownies. She needs  $\frac{1}{3}$  cup of water and  $\frac{3}{4}$  cup of vegetable oil for the recipe. Anita pours both the water and vegetable oil into a large mixing bowl. She measures the combined total amount of the water and vegetable oil and sees that it is more than one cup.

**Part A** How much more than one cup is Anita's mixture of water and vegetable oil? Explain how you found your answer. Write your answer in the space provided.

**Part B** How could Anita know, without measuring, that  $\frac{1}{3}$  cup of water and  $\frac{3}{4}$  cup of oil together is less than 2 cups? Write your answer in the space provided.

**Part C** How much less than 2 is the sum of  $\frac{1}{3}$  and  $\frac{3}{4}$ ? Write your answer in the space provided.

**Part A**

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**Part B**

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**Part C**

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# all about Math



## Rubric/Sample

Scoring Rubric

Points	Rationale
4	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>The response demonstrates a complete understanding of using benchmark fractions and number sense to estimate mentally and assess the reasonableness of answers when solving a real-world problem involving fraction addition.</li> <li>The response is correct and complete.</li> <li>The response shows the application of a reasonable and relevant strategy.</li> <li>Mathematical ideas are expressed coherently in the response, which is clear, complete, logical, and fully developed.</li> </ul>
3	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>The response demonstrates a nearly complete understanding of using benchmark fractions and number sense to estimate mentally and assess the reasonableness of answers when solving a real-world problem involving fraction addition.</li> <li>The response is mostly correct but contains either a computation error or an unclear or incomplete explanation.</li> <li>The response shows the application of a relevant strategy, though the strategy may be only partially applied or may remain unexplained.</li> <li>Mathematical ideas are expressed only partially in the response.</li> </ul>
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>The response demonstrates a partial understanding of using benchmark fractions and number sense to estimate mentally and assess the reasonableness of answers when solving a real-world problem involving fraction addition.</li> <li>The response is only partially correct.</li> <li>The response shows the application of a relevant strategy, though the strategy may be only partially applied or may remain unexplained.</li> <li>Mathematical ideas are expressed only partially in the response.</li> </ul>
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>The response demonstrates a minimal understanding of using benchmark fractions and number sense to estimate mentally and assess the reasonableness of answers when solving a real-world problem involving fraction addition.</li> <li>The response is only minimally correct.</li> <li>The response shows the incomplete or inaccurate application of a relevant strategy.</li> <li>Mathematical ideas are expressed only partially in the response.</li> </ul>
0	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>The response demonstrates limited to no understanding of using benchmark fractions and number sense to estimate mentally and assess the reasonableness of answers when solving a real-world problem involving fraction addition.</li> <li>The response is incorrect.</li> <li>The response shows no application of a strategy.</li> <li>Mathematical ideas cannot be interpreted or lack sufficient evidence to support even a limited understanding.</li> </ul>

Exemplar Responses

Points Awarded	Sample Response
4	<p>Part A: <math>\frac{1}{12}</math></p> <p>AND</p> <p><math>\frac{1}{3} = \frac{4}{12}</math> and <math>\frac{3}{4} = \frac{9}{12}</math>, so <math>\frac{4}{12} + \frac{9}{12} = \frac{13}{12} = 1\frac{1}{12}</math>, which is <math>\frac{1}{12}</math> more than 1. Or other valid explanation.</p> <p>AND</p> <p>Part B: Both <math>\frac{1}{3}</math> and <math>\frac{3}{4}</math> are less than 1, so the sum will be less than 2. Or other valid explanation.</p> <p>AND</p> <p>Part C: <math>\frac{11}{12}</math></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	Response is irrelevant, inappropriate, or not provided.



# all about

# Language Arts



## DESCRIPTION OF TEST FORMAT AND ORGANIZATION

The Grade 5 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 5 English Language Arts (ELA) assessment will measure the Grade 5 standards that are described at [www.georgiastandards.org](http://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 opinion essay and an informational or 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.)

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# Language Arts



## Grade 5 English Language Arts (ELA) EOG Assessment Design

Description	Number of Items	Points for CR <sup>1</sup> Score	Points for NRT <sup>2</sup> Feedback
CR Selected-Response Items	28	28	0
NRT Selected-Response Items	20 <sup>3</sup>	10 <sup>4</sup>	20
CR Technology-Enhanced Items	1	2	0
CR Constructed-Response Items	2	4	0
CR Extended Constructed-Response Items	1	4	0
CR Extended Writing-Response Items	1	7	0
CR Field Test Items	8	0	0
<b>Total Items/Points<sup>5</sup></b>	<b>61</b>	<b>55</b>	<b>20</b>

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

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

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

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

<sup>5</sup>Of the 61 total items, 43 items contribute to the CR score, for a total of 55 points; 20 total items contribute to NRT feedback, for a total of 20 points.



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# Language Arts



## CONTENT WEIGHTS

Reporting Category	Standards Assessed		Approximate Percentage of Test	Approximate Number of Points
Reading and Vocabulary	ELAGSE5RI1 ELAGSE5RI2 ELAGSE5RI3 ELAGSE5RI4 ELAGSE5RI5 ELAGSE5RI6 ELAGSE5RI7 ELAGSE5RI8 ELAGSE5RI9 ELAGSE5RL1 ELAGSE5RL2	ELAGSE5RL3 ELAGSE5RL4 ELAGSE5RL5 ELAGSE5RL6 ELAGSE5RL7 ELAGSE5RL9 ELAGSE5L4 (4a, 4b, 4c) ELAGSE5L5 (5a, 5b, 5c)	53%	29
Writing and Language	ELAGSE5W1 (1a, 1b, 1c, 1d) ELAGSE5W2 (2a, 2b, 2c, 2d, 2e) ELAGSE5W3 (3a, 3b, 3c, 3d, 3e) ELAGSE5W4 ELAGSE5W7	ELAGSE5W8 ELAGSE5W9 ELAGSE5L1 (1a, 1b, 1c, 1d, 1e) ELAGSE5L2 (2a, 2b, 2c, 2d, 2e) ELAGSE5L3 (3a)	47%	26



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Language

# Language Arts

## 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

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

### Knowledge of Language

- Express yourself clearly in an interesting way.
- Choose your words carefully so readers understand what you are writing.

### Vocabulary Acquisition and Use

- Vary the words you use in your writing.
- 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) and word relationships (i.e., synonyms, antonyms, homographs).
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Use reference materials to determine the precise meanings of words or phrases.

all about

# Language Arts



## Item 22

### Selected-Response

Which sentence uses the underlined word as a preposition?

- A. Derrick always forgets to bring his winter gloves.
- B. Jasmine called to ask whether I wanted to come over later.
- C. While visiting your cousin, complete your homework.
- D. Iris decided to walk home with her friends after school.

## Item 23

### Selected-Response

What is the correct way to write the title of an article from a magazine?

- A. "Five Ways to Improve Your Health"
- B. Five Ways to Improve Your Health
- C. *Five Ways to Improve Your Health*
- D. Five Ways to Improve Your Health

### Read the sentence.

**Riding a skateboard hiking a hilly trail and swimming in a pool or lake are all activities that will help a person to become physically fit.**

### How should the sentence be rewritten to use commas correctly?

- A. Riding a skateboard hiking a hilly trail, and swimming in a pool or lake, are all activities that will help a person to become physically fit.
- B. Riding a skateboard, hiking a hilly trail and, swimming in a pool or lake are all activities that will help a person to become physically fit.
- C. Riding a skateboard, hiking a hilly trail, and swimming in a pool or lake are all activities that will help a person to become physically fit.
- D. Riding a skateboard hiking a hilly trail, and swimming in a pool, or lake are all activities that will help a person to become physically fit.



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# Language Arts

## Selected-Response

**DOK Level 1:** This is a DOK level 1 item because it requires the student to recall how to indicate the title of a book.

**English Language Arts (ELA) Grade 5 Content Domain II:** Writing and Language

**Standard:** ELAGSE5L2d. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

d. Use underlining, quotation marks, or italics to indicate titles of works.

**Which sentence shows the correct way to write the title of a book?**

- A. During the summer I read a great novel, Because of Winn-Dixie.
- B. During the summer I read a great novel, BECAUSE OF WINN-DIXIE.
- C. During the summer I read a great novel, Because of Winn-Dixie.
- D. During the summer I read a great novel, "Because of Winn-Dixie."

**Correct Answer:** C

**Explanation of Correct Answer:** The correct answer is choice (C) During the summer I read a great novel, Because of Winn-Dixie. Underlining or italics are appropriate for book titles. Choice (A) does not show the reader that Because of Winn-Dixie is a title. Choice (B) uses all caps, which is not correct for a book title. Choice (D) uses a format that would be appropriate for a short story but not for a novel.



all about

# Language Arts



## Making Hockey Safer

Hockey is a popular sport in North America. Players skate across a sheet of ice. They use special sticks to pass the puck, a small disc of hard rubber. Then the players try to score by shooting the puck into the opposing goal. The game moves fast, so it can be dangerous without the right gear for protection. Fortunately, protective equipment has improved over the years.

### History

When the National Hockey League began in 1917, players wore minimal gear. Helmets were not required. Goaltenders did not wear masks. This allowed players to see everything on the ice. However, it also increased the risk of getting hurt. Surprisingly, players were not forced to wear helmets until 1979. This was only required of new players, though. Players who had signed with the league before 1979 could choose for themselves. The last player to skate without a helmet retired in 1997.

### Present

Today, the league is clearer on player safety. All new players in the National Hockey League have to wear a partial visor on their helmets. A visor is a clear shield that protects the eyes. The rule applies to new players and is in response to eye injuries over the years. Players who have already been in the league do not have to follow the rule. When asked why they didn't want the added protection, some players claimed that wearing the gear makes it hard for them to see the puck clearly. Does this new rule mean that audiences will never see players without helmets shoot the puck? Not exactly. Another rule allows players to continue skating if their helmets fall off. But, once the players leave the ice, they cannot return without helmets. Goalies, however, have a different rule. If they lose their helmets, play stops immediately.

### The Future

Each year, experts try to make hockey safer. Some of their attempts are successful, while others are



## **Selected-Response**

**DOK Level 2:** This is a DOK level 2 item because the correct response is based directly on details and evidence from the text.

**English Language Arts (ELA) Grade 5 Content Domain I:** Reading and Vocabulary

**Genre:** Informational/Explanatory

**Standard:** ELAGSE5RI1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**Which sentence from the article BEST supports the idea that the National Hockey League now has a stronger focus on safety?**

- A. The game moves fast, so it can be dangerous without the right gear for protection.
- B. When the National Hockey League began in 1917, players wore minimal gear.
- C. The rule applies to new players and is in response to eye injuries over the years.
- D. Another rule allows players to continue skating if their helmets fall off.

**Correct Answer:** C

**Explanation of Correct Answer:** The correct answer is choice (C) The rule applies to new players and is in response to eye injuries over the years. The goal of the rule the sentence refers to is to protect players from injury. Choice (A) is incorrect. This is a reason for the new rule. Choice (B) is incorrect. This sentence tells only how much gear players wore at the time professional hockey began. Choice (D) is incorrect. This is an exception to the safety rule.

## Constructed-Response

**DOK Level 3:** This is a DOK level 3 item because it requires the students to think about what they read and to write a response that is supported with evidence from the text.

**English Language Arts (ELA) Grade 5 Content Domain I:** Reading and Vocabulary

**Genre:** Informational/Explanatory

**Standard:** ELAGSE5RI2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**Summarize the main ideas in the article.**

**Be sure to include key details from the article to support your answer. Write your answer on the lines on your answer document.**

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# all about

# Rubric/Sample

# Language Arts

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



## Exemplar Response

Points Awarded	Sample Response
2	<p>The National Hockey League has improved player safety and continues to improve safety where possible. When the league began, players were not required to wear helmets. That changed in 1979 when new players were required to wear helmets. Now, new players must wear helmets that have protective visors. Eye injuries caused a need for this rule change. People in the league continue to discuss how much protection to use.</p>
1	<p>The National Hockey League added a rule making players wear helmets with shields to protect their eyes. A shield is a clear covering to protect their eyes and make it safe to play hockey.</p>
0	<p>Players didn't have to wear helmets to play hockey until recently.</p>

# all about

# Rubric/Sample

# Language Arts

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



## Exemplar Response

Points Awarded	Sample Response
2	<p>The National Hockey League has improved player safety and continues to improve safety where possible. When the league began, players were not required to wear helmets. That changed in 1979 when new players were required to wear helmets. Now, new players must wear helmets that have protective visors. Eye injuries caused a need for this rule change. People in the league continue to discuss how much protection to use.</p>
1	<p>The National Hockey League added a rule making players wear helmets with shields to protect their eyes. A shield is a clear covering to protect their eyes and make it safe to play hockey.</p>
0	<p>Players didn't have to wear helmets to play hockey until recently.</p>

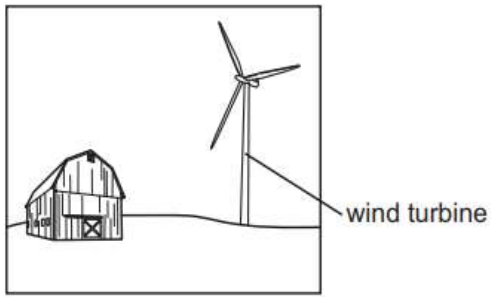


# all about Writing



## Extended Writing Response-Sample

### The Wind Energy Trap



Wind power lets people capture and use wind for energy. The structures that capture wind are called wind turbines. They are tall structures with blades similar to propellers on aircrafts. The blades turn in the wind to generate electricity. Supporters applaud wind for its environmental friendliness, but that is not the whole story. Wind farms, groups of turbines, may not emit air pollution or destroy habitats, but they do impact nature and humans.

First, the blades create noise pollution. When turning, the heavy blades produce significant noise. Some blame this noise for confusing birds and causing them to fly toward the noise and perish. Some humans living near wind farms have complained about this sound too. Farms that are too close may have to deal with constant noise. It is easy to support wind farms when you don't have to live next to one.

Wind energy is unreliable. It is plentiful when it is windy outside, but what happens during calm days? You can't store wind energy like you can solar energy. You can't allow it to build up for weeks to make up for calm days. There are some battery-powered storage options, but these are not used everywhere.

### Winning with Wind

It is very easy to take electricity for granted. We simply flip a switch and our lights turn on. Plug in a toaster, and bread cooks to a crisp. Both of these simple but important things are possible because of energy. One of the most promising types of energy comes from wind. It is plentiful, pollution free, and cheap.

Wind energy is a type of solar energy. As long as the sun exists, wind will exist. It will never run out. Other resources like natural gas and oil will run out some day. No matter how much wind power is used, some amount of its energy will be available tomorrow.

So far, there is no energy source completely free from consequences. However, wind energy has the least impact on the environment by far. There is no digging, mining, or injecting chemicals into the ground. No gases are released into the air.

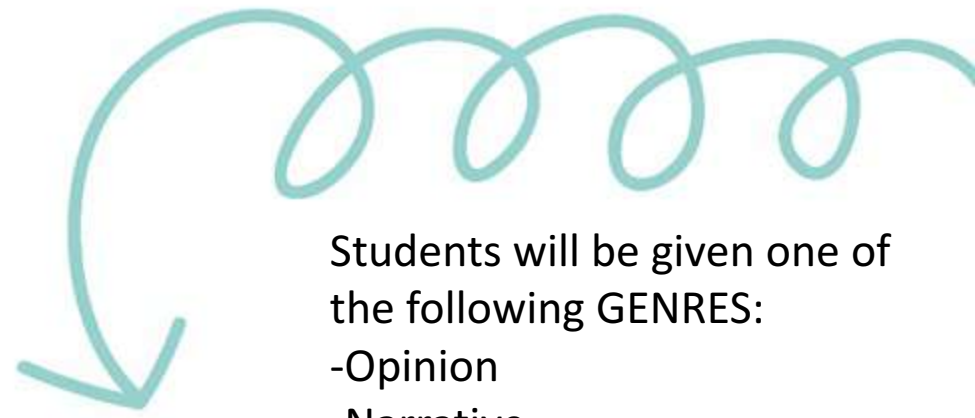
Critics claim that wind farms threaten birds and other wildlife. However, wind energy is far less threatening to these animals than other buildings and towers.

Additionally, thanks to wind power's lack of pollution, wildlife actually benefits from this energy. Other energy sources pollute the air, water, or soil. Wind energy is completely clean, ensuring no negative effects on nearby birds and animals.

The cost of this energy declines yearly. Start-up costs may exceed those of other energy sources, but prices drop sharply after the initial expense. In the short term, people may think it is expensive. Once it is set up, though, wind energy is affordable. Wind power requires no fuel and limited costs for management. Other types of energy require constant management. Coal, for instance, requires mining. It is very dangerous, expensive, and can have long-term effects on the health of the workers. With wind energy, wind does the work. It turns the blades to harness the energy.



# all about Writing



Students will be given one of the following GENRES:

- Opinion
- Narrative
- Informational

## WRITING TASK

There is currently a discussion about the advantages and disadvantages of using wind energy.

Think about BOTH sides of the discussion. Then write an **opinion essay** in your own words supporting either side. In your essay, explain your opinion about the use of wind energy and give reasons to support your opinion.

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

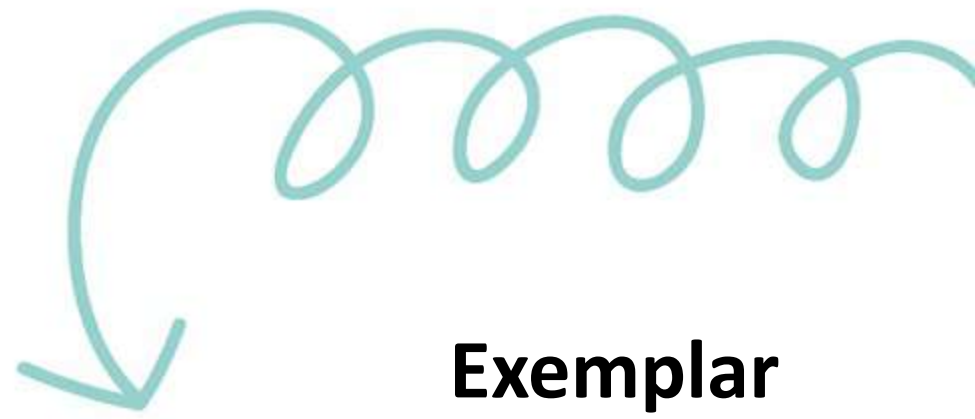
## Writer's Checklist

### Be sure to:

- Introduce your opinion.
- Support your opinion with reasons and details from the passages.
- Give your reasons and details in a clear order.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages.
- Identify the passages by title or number when using details or facts directly from the passages.
- Use linking words, phrases, and clauses to connect reasons.
- Use clear language and vocabulary.
- Have a strong conclusion that supports your opinion.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

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

# all about Writing



## Exemplar

The following are examples of a seven-point response. See the seven-point, two-trait rubric for a text-based opinion response on pages 80 and 81 to see why these examples would earn the maximum number of points.

*Wind energy is good in many ways. It is cheap and can be found everywhere. It also does not hurt animals and nature. People should support using wind energy.*

*Wind is a free resource. In "Winning with Wind," the author states, "No matter how much wind power is used, some amount of its energy will be available tomorrow." It will never completely run out. Oil, natural gas, and coal will all run out, but wind will always be here.*

*The low price of wind energy is also helpful. After start-up costs, it is very cheap to catch. "Wind power requires no fuel and limited costs for management," according to the second article. It also saves money because the more wind energy the United States uses, the less energy it has to buy from other countries.*

*The first author does make a good point that "it is easy to support wind farms when you don't have to live next to one." It is easy for people in cities to push for wind farms because they don't have to live by them. For those people who live with the noise, wind energy isn't so good. Wind farms should be moved farther away from people's homes. It will cost more to build transmission lines, but it is worth the cost.*

*Wind energy should be a benefit for everyone. By making this change and paying the extra money, everyone can be safe from the few downsides.*



# Narrative Rubric

## Four-Point Holistic Rubric

Genre: Narrative

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

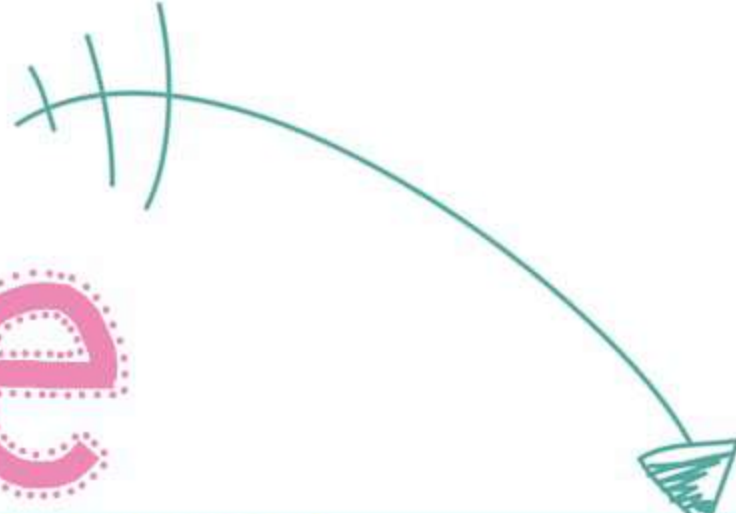
Genre: Narrative  
(continued)

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

been read.



# all about Science



## DESCRIPTION OF TEST FORMAT AND ORGANIZATION

The Grade 5 Science EOG assessment has a total of 76 items.

The test will be given in two sections.

- You may have up to 70 minutes per section to complete Sections 1 and 2.
- The total estimated testing time for the Grade 5 Science EOG assessment ranges from approximately 90 to 140 minutes.

## CONTENT

The Grade 5 Science EOG assessment will measure the Grade 5 Science standards that are described at [www.georgiastandards.org](http://www.georgiastandards.org). The Science Georgia Standards of Excellence are designed to provide foundational knowledge and skills for all students to develop proficiency in science. These standards focus on a limited number of core disciplinary ideas and crosscutting concepts which build from kindergarten to high school. The standards are written with the core knowledge to be mastered integrated with the science and engineering practices needed to engage in scientific inquiry and engineering design. Crosscutting concepts are used to make connections across different science disciplines.

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

- Earth Science
- Physical Science
- Life Science

## ITEM TYPES

Operational items in the Science portion of the Grade 5 EOG assessment consist of selected-response (multiple-choice) items and technology-enhanced (multiple-select or two-part) items.

# all about Science

**Grade 5 Science EOG Assessment Design**

Description	Number of Items	Points for CR <sup>1</sup> Score	Points for NRT <sup>2</sup> Feedback
CR Selected-Response Items	43	43	0
NRT Selected-Response Items	20 <sup>3</sup>	9 <sup>4</sup>	20
CR Technology-Enhanced Items	4	8	0
CR Field Test Items	9	0	0
<b>Total Items/Points<sup>5</sup></b>	<b>76</b>	<b>60</b>	<b>20</b>

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

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

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

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

<sup>5</sup>Of the 76 total items, 56 items contribute to the CR score, for a total of 60 points; 20 total items contribute to NRT feedback, for a total of 20 points.

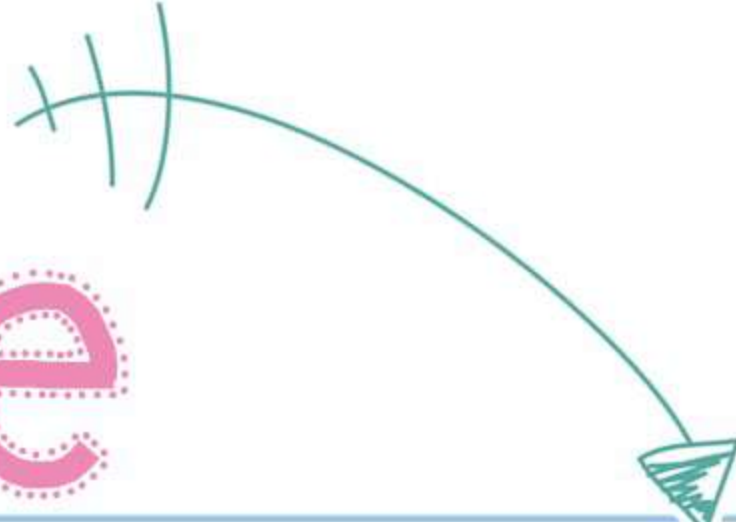


# all about Science

## GRADE 5 SCIENCE: DOMAIN STRUCTURES AND CONTENT WEIGHTS

Reporting Category	Standards Assessed	Approximate Percentage of Test	Approximate Number of Points
Earth Science	S5E1	23%	14
Physical Science	S5P1 S5P2 S5P3	35%	21
Life Science	S5L1 S5L2 S5L3 S5L4	42%	25

# all about Science



## Selected-Response

**DOK Level 1:** This is a DOK level 1 item because the question requires the student to recall information concerning a known relationship between scientific quantities.

**Science Grade 5 Content Domain:** Physical Science

**Standard:** S5P2. Obtain, evaluate, and communicate information to investigate electricity.  
b. Design a complete, simple electric circuit, and explain all necessary components.

**A student wants to design a complete, simple circuit for a class project. The student has more materials available than are needed for the project.**

**What does a complete, simple circuit require to work?**

- A. wire and a switch
- B. wire and a light bulb
- C. wire, a battery, and a switch
- D. wire, a battery, and a light bulb

**Correct Answer:** D

**Explanation of Correct Answer:** The correct answer is choice (D) wire, a battery, and a light bulb. The necessary components of a simple electric circuit are a source of power, a path for the current, and something to provide power. Choice (A) is incorrect because a switch is not necessary, but a power source is a necessary component. Choice (B) is incorrect because a power source is a necessary component. Choice (C) is incorrect because a switch is not a necessary component.



# all about Science



**Standard:** S5E1. Obtain, evaluate, and communicate information to identify surface features on the Earth caused by constructive and/or destructive processes.

b. Develop simple interactive models to collect data that illustrate how changes in surface features are/were caused by constructive and/or destructive processes.

**Deposition of sediments can change the depth of a lake over time. A student wants to make a model that shows how this process takes place.**

**Which model would provide data about changes in the depth of a lake caused by deposition?**

- A. Fill a beaker with water. Slowly allow the water to evaporate from the beaker. Measure the change in the depth of the water.
- B. Fill a beaker with water. Slowly drop sand, gravel, and dead plant material into the beaker. Measure the change in the depth of the water.
- C. Fill a plastic box with water. Put a hose in the water on one end of the box and turn the water on to a slow flow. Measure the depth of the water when the box is full.
- D. Fill a plastic box with sand, gravel, and dead plant material. Put a hose in the middle of the box and turn the water on to a slow flow. Measure the depth of the water when the box is full.

**Correct Answer:** B

**Explanation of Correct Answer:** The correct answer is choice (B) Fill a beaker with water. Slowly drop sand, gravel, and dead plant material into the beaker. Measure the change in the depth of the water. Choice (A) is incorrect because there are no sediments being added to the water; the change in water level is due to evaporation. Choice (C) is incorrect because this would demonstrate increased water from runoff, not deposition. Choice (D) is incorrect because this would demonstrate increased rainfall and erosion as the sediments are redistributed by the water flow.



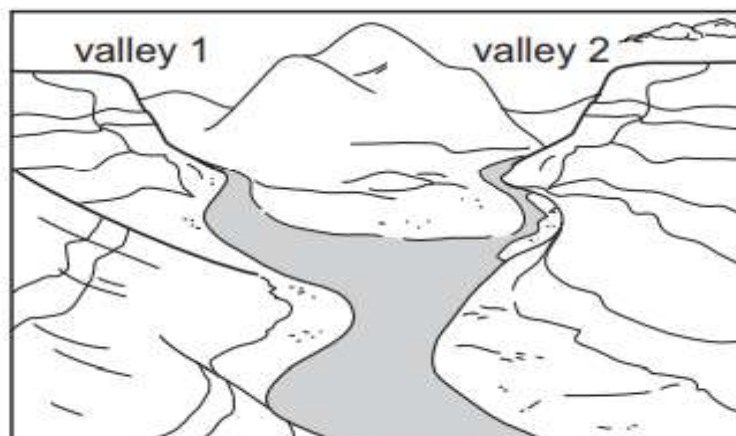
**DOK Level 3:** This is a DOK level 3 item because the question requires the student to make choices based on a reasoned argument.

**Science Grade 5 Content Domain:** Earth Science

**Standard:** S5E1. Obtain, evaluate, and communicate information to identify surface features on the Earth caused by constructive and/or destructive processes.

a. Construct an argument supported by scientific evidence to identify surface features (examples could include deltas, sand dunes, mountains, volcanoes) as being caused by constructive and/or destructive processes (examples could include deposition, weathering, erosion, and impact of organisms).

The picture shows two steep valleys and two rivers that join together and become one larger river in a wider valley.



A student claims that both valleys have been formed by the same process over a long period of time.

Which argument BEST explains why the student's claim is correct or incorrect?

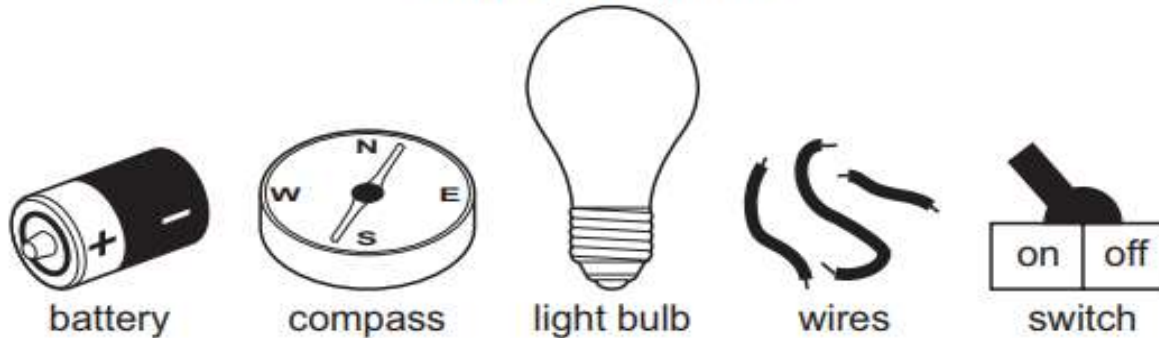
- A. The student's claim is correct; the evidence in the picture shows that both valleys were formed by the constructive force of deposition because flowing water carries large rocks from far away and drops them along a river, making the banks taller.
- B. The student's claim is correct; the evidence in the picture shows that both valleys were formed by the destructive forces of weathering and erosion because flowing water breaks down rock and carries the small pieces downstream.
- C. The student's claim is not correct; the evidence in the picture shows that valley 1 was formed by the destructive forces of weathering and erosion because flowing water breaks down rock and carries the small pieces downstream, but valley 2 was formed by the constructive force of deposition because flowing water carries large rocks from far away and drops them along a river, making the banks taller.
- D. The student's claim is not correct; the evidence in the picture shows that valley 1 was formed by the constructive force of deposition because flowing water carries large rocks from far away and drops them along a river, making the banks taller, but valley 2 was formed by the destructive forces of weathering and erosion because flowing water breaks down rock and carries the small pieces downstream.



### Selected-Response

A student is investigating circuits. The student has the materials shown.

#### Materials Available



Which table shows the materials used by the student and correctly explains why each material is needed to make the circuit work?

A.

Material Used	Why It Is Necessary
battery	to provide energy to the circuit
wire	to connect parts of the circuit
switch	to conduct electricity in the circuit

B.

Material Used	Why It Is Necessary
battery	to provide energy to the circuit
light bulb	to show that the circuit conducts electricity
wire	to connect parts of the circuit and conduct electricity

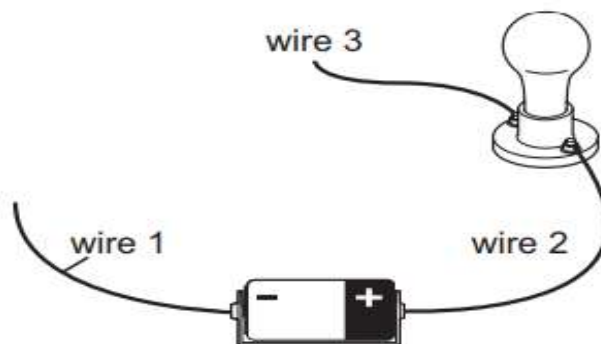
C.

Material Used	Why It Is Necessary
compass	to show that the circuit conducts electricity
light bulb	to provide energy to the circuit
wire	to connect parts of the circuit and conduct electricity

A student wants to test some materials to find out whether they conduct electricity or insulate electricity. The student uses the following steps to get started.

step 1: Attach wire 1 to the negative end of a battery.  
step 2: Attach wire 2 to the positive end of the battery.  
step 3: Attach the open end of wire 2 to a light bulb.  
step 4: Attach wire 3 to the light bulb.  
step 5: ?  
step 6: ?

The diagram shows the result of steps 1 through 4.



The student has a variety of materials to test. Which steps would BEST complete the procedure and which conclusion should the student make?

- A. **step 5:** Connect a test material to the open ends of wire 1 and wire 3.  
**step 6:** Make observations, and repeat step 5 with a different test material.  
**conclusion:** If the bulb lights up, the material is a conductor. If the bulb does not light up, the material is an insulator.
- B. **step 5:** Connect a test material to the open ends of wire 1 and wire 3.  
**step 6:** Make observations, and repeat step 5 with a different test material.  
**conclusion:** If the bulb lights up, the material is an insulator. If the bulb does not light up, the material is a conductor.
- C. **step 5:** Connect the open ends of wire 1 and wire 3 to each other to complete the circuit.  
**step 6:** Touch a test material to the completed circuit, and record observations.  
**conclusion:** If the bulb lights up, the material is an insulator. If the bulb does not light up, the material is a conductor.
- D. **step 5:** Connect the open ends of wire 1 and wire 3 to each other to complete the circuit.  
**step 6:** Touch a test material to the completed circuit, and record observations.  
**conclusion:** If the bulb lights up, the material is a conductor. If the bulb does not light up, the material is an insulator.



# all about Social Studies



## DESCRIPTION OF TEST FORMAT AND ORGANIZATION

The Grade 5 Social Studies EOG assessment has a total of 76 items.

The test will be given in two sections.

- You may have up to 70 minutes per section to complete Sections 1 and 2.
- You will have about 90 to 140 minutes for the complete Social Studies EOG assessment.

## CONTENT

The Grade 5 Social Studies EOG assessment will measure the Grade 5 Social Studies standards that are described at [www.georgiastandards.org](http://www.georgiastandards.org).

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

- History
- Geography
- Government and Civics
- Economics

## ITEM TYPES

Operational items in the Social Studies portion of the Grade 5 EOG consist of selected-response (multiple-choice) and technology-enhanced items.

# all about

# Social Studies



**Grade 5 Social Studies EOG Assessment Design**

Description	Number of Items	Points for CR <sup>1</sup> Score	Points for NRT <sup>2</sup> Feedback
CR Selected-Response Items	43	43	0
NRT Selected-Response Items	20 <sup>3</sup>	9 <sup>4</sup>	20
CR Technology-Enhanced Items	4	8	0
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# all about

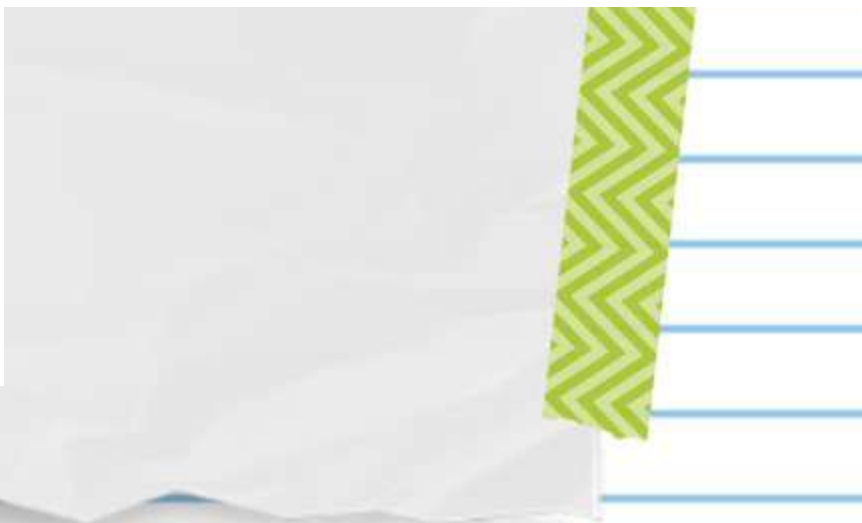
# Social Studies



## GRADE 5 SOCIAL STUDIES: DOMAIN STRUCTURES AND CONTENT WEIGHTS

Reporting Category	Standards Assessed	Approximate Percentage of Test	Approximate Number of Points
History	SS5H1 (a, b, c, d) SS5H2 (a, b) SS5H3 (a, b, c) SS5H4 (a, b, c, d, e, f) SS5H5 (a, b, c, d) SS5H6 (a, b, c, d) SS5H7 (a, b, c)	58%	35
Geography	SS5G1 (a) SS5G2 (a, b)	12%	7
Government/ Civics	SS5CG1 (a, b) SS5CG2 (a, b) SS5CG3 (a)	15%	9

Economics	SS5E1 (a, b, c, d) SS5E2 (a, b, c, d) SS5E3 (a, b, c) SS5E4	15%	9
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all about

# Social Studies



**DOK Level 2:** This is a DOK level 2 item because it requires the student to understand the purpose of a constitutional amendment.

**Social Studies Grade 5 Content Domain:** Government and Civics

**Standard:** SS5CG3a. Explain how voting rights are protected by the 15th, 19th, 23rd, 24th, and 26th Amendments.

**What was the MAIN effect of the 24th Amendment to the U.S. Constitution?**

- A. More low-income people were able to register to vote.
- B. African Americans/Blacks were able to vote.
- C. Women were granted the right to vote.
- D. Citizens 18 years of age were allowed to vote.

**Correct Answer:** A

**Explanation of Correct Answer:** The correct answer is choice (A) More low-income people were able to register to vote. The 24th Amendment banned poll taxes as a condition for voting. Poll taxes had been one of many methods used in some southern states to discourage certain groups, especially African Americans/Blacks, from voting. Choice (B) is incorrect because the 15th Amendment gave African Americans/Blacks the right to vote. Choice (C) is incorrect because the 19th Amendment gave women the right to vote. Choice (D) is incorrect because the 26th Amendment gave citizens 18 and over the right to vote.



**DOK Level 3:** This is a DOK level 3 item because it requires the student to analyze a source, have knowledge of the event, understand its significance, and recall the broad outline of World War I.

**Social Studies Grade 5 Content Domain:** History

**Standard:** SS5H2a. Explain how German attacks on U.S. shipping during the war in Europe ultimately led the U.S. to join the fight against Germany; including the sinking of the *Lusitania* and concerns over safety of U.S. ships, U.S. contributions to the war, and the impact of the Treaty of Versailles in 1919.

**Read the newspaper headline.**



**Which event can be MOST directly linked to the event described in the headline?**

- A. the dropping of bombs on Nagasaki
- B. the attack on Pearl Harbor, Hawaii
- C. the United States' entry into World War I
- D. the election of Franklin Roosevelt as president

**Correct Answer:** C

**Explanation of Correct Answer:** The correct answer is choice (C) the United States' entry into World War I. The sinking of the *Lusitania* turned American public opinion against Germany and led to America's involvement in World War I. Choices (A) and (B) are incorrect because those events are associated with World War II. Choice (D) is incorrect because it was not directly related to the sinking of the *Lusitania* or World War I.

Examine the photograph.



**The Sinking of the British passenger ship, *Lusitania*, May 1915.**

*Source: Bundesarchiv, DVM 10 Fild-23-61-17/CC-BY-SA 3.0*



**Why were U.S. leaders MOST concerned about the event shown in the photograph?**

- A. Passenger ships were used to hide their cargoes of weapons.
- B. The Germans wanted the United States to lift their blockade of Europe.
- C. Loss of ships could change the direction of the war in Europe.
- D. The strategies used by the Germans at sea could cause the United States to join the war.





# Expectations



**We need ALL students at  
Level 3 or Level 4**

# helpful Web Sites



<http://www.gadoe.org>

Iready

<http://www.gaexperienceonline.com/>

<https://www.lumoslearning.com/llwp/resources/gmas-practice-tests-sample-questions.html>