

# Georgia Milestones

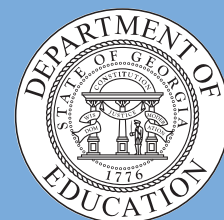
Assessment System



## Assessment Guide Grade 5



# Assessment Guide



# Table of Contents

<b>THE GEORGIA MILESTONES ASSESSMENT SYSTEM</b>	<b>4</b>
GEORGIA MILESTONES END-OF-GRADE (EOG) ASSESSMENTS	5
ASSESSMENT GUIDE	6
<b>TESTING SCHEDULE</b>	<b>7</b>
<b>DEPTH OF KNOWLEDGE DESCRIPTORS</b>	<b>8</b>
<b>SCORES</b>	<b>11</b>
<b>ENGLISH LANGUAGE ARTS (ELA)</b>	<b>12</b>
DESCRIPTION OF TEST FORMAT AND ORGANIZATION	12
CONTENT MEASURED	13
GRADE 5 ENGLISH LANGUAGE ARTS (ELA): DOMAIN STRUCTURES AND CONTENT WEIGHTS	14
ITEM TYPES	15
ENGLISH LANGUAGE ARTS (ELA) DEPTH OF KNOWLEDGE EXAMPLE ITEMS	16
ENGLISH LANGUAGE ARTS (ELA) ADDITIONAL SAMPLE ITEMS	24
ENGLISH LANGUAGE ARTS (ELA) ADDITIONAL SAMPLE ITEM KEYS	38
ENGLISH LANGUAGE ARTS (ELA) EXAMPLE SCORING RUBRICS AND EXEMPLAR RESPONSES	40
ENGLISH LANGUAGE ARTS (ELA) WRITING RUBRICS	44
<b>MATHEMATICS</b>	<b>51</b>
DESCRIPTION OF TEST FORMAT AND ORGANIZATION	51
CONTENT MEASURED	52
GRADE 5 MATHEMATICS: DOMAIN STRUCTURES AND CONTENT WEIGHTS	53
ITEM TYPES	54
MATHEMATICS DEPTH OF KNOWLEDGE EXAMPLE ITEMS	55
MATHEMATICS ADDITIONAL SAMPLE ITEMS	58
MATHEMATICS ADDITIONAL SAMPLE ITEM KEYS	68
MATHEMATICS EXAMPLE SCORING RUBRICS AND EXEMPLAR RESPONSES	70
<b>SCIENCE</b>	<b>76</b>
DESCRIPTION OF TEST FORMAT AND ORGANIZATION	76
CONTENT MEASURED	77
GRADE 5 SCIENCE: DOMAIN STRUCTURES AND CONTENT WEIGHTS	78
ITEM TYPES	78
SCIENCE DEPTH OF KNOWLEDGE EXAMPLE ITEMS	79
SCIENCE ADDITIONAL SAMPLE ITEMS	84
SCIENCE ADDITIONAL SAMPLE ITEM KEYS	91

<b>SOCIAL STUDIES</b>	<b>94</b>
DESCRIPTION OF TEST FORMAT AND ORGANIZATION	94
CONTENT MEASURED	95
GRADE 5 SOCIAL STUDIES: DOMAIN STRUCTURES AND CONTENT WEIGHTS	96
ITEM TYPES	96
SOCIAL STUDIES DEPTH OF KNOWLEDGE EXAMPLE ITEMS	97
SOCIAL STUDIES ADDITIONAL SAMPLE ITEMS	102
SOCIAL STUDIES ADDITIONAL SAMPLE ITEM KEYS	108
<b>APPENDIX A: LANGUAGE PROGRESSIVE SKILLS, BY GRADE</b>	<b>110</b>
<b>APPENDIX B: CONDITION CODES</b>	<b>111</b>

## **THE GEORGIA MILESTONES ASSESSMENT SYSTEM**

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

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

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

Features of the Georgia Milestones Assessment System include:

- technology-enhanced items in English Language Arts and Mathematics (all grades and courses);
- open-ended (constructed-response) items in English Language Arts and Mathematics (all grades and courses);
- a writing component (in response to passages read by students) at every grade level and course within the English Language Arts assessment;
- norm-referenced items in all content areas and courses to complement the criterion-referenced information and to provide a national comparison; and
- a transition to online administration over time, with online administration considered the primary mode of administration and paper/pencil as a backup until the transition is complete.

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

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

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

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

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

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

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

## ASSESSMENT GUIDE

The Georgia Milestones Grade 5 EOG Assessment Guide is provided to acquaint Georgia educators and other stakeholders with the structure and content assessed by the tests. Importantly, this guide is not intended to inform instructional planning. It is essential to note that there are a small number of content standards that are better suited for classroom or individual assessment rather than large-scale summative assessment. While those standards are not included on the tests, and therefore are not included in this Assessment Guide, the knowledge, concepts, and skills inherent in those standards are often required for the mastery of the standards that are assessed. Failure to attend to all content standards within a content area can limit a student's opportunity to learn and show what he or she knows and can do on the assessments.

The Georgia Milestones Grade 5 EOG Assessment Guide is in *no way* intended to substitute for the state-mandated content standards; it is provided to help educators better understand the structure and content of the assessments, *but is not all-encompassing of the knowledge, concepts, and skills covered in Grade 5 or assessed on the tests*. The state-adopted content standards and associated standards-based instructional resources, such as the Content Frameworks, should be used to plan instruction. This Assessment Guide can serve as a *supplement* to those resources, in addition to any locally developed resources, ***but should not be used in isolation***. In principle, this Assessment Guide is intended to be descriptive of the assessment program and should not be considered all-inclusive. The state-adopted content standards are located at [www.georgiastandards.org](http://www.georgiastandards.org).

## TESTING SCHEDULE

The Georgia Milestones Grade 5 EOG assessment is offered during the Main Administration each spring and one Summer Administration for retests.

Students will take the Georgia Milestones Grade 5 EOG assessment on days specified by their local school district during the testing window. Each district determines a local testing window within the state-designated testing window.

## DEPTH OF KNOWLEDGE DESCRIPTORS

Items found on the Georgia Milestones assessments, including the Grade 5 EOG assessment, are developed with a particular emphasis on cognitive complexity, or Depth of Knowledge (DOK). DOK is measured on a scale of 1 to 4 and refers to the level of cognitive demand required to complete a task (or in this case, an assessment item). The higher the level, the *more complex* the assessment; however, higher levels do not necessarily mean *more difficult* items. For instance, a question can have a low DOK but a medium or even high difficulty level. Conversely, a DOK 4 question may have a low difficulty level but still require a great deal of cognitive thinking (e.g., analyzing and synthesizing information instead of just recalling it). The following descriptions and table show the expectations of the four DOK levels in greater detail.

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

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

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

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



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

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

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

## SCORES

Students will receive a scale score and an Achievement Level designation based on total test performance. In addition, students will receive information on how well they performed at the domain level. Students will also receive a norm-referenced score based on a set of norm-referenced items included within the test; this score will allow comparison to a national norming group of students. Additional information on the items contributing to these scores is found in the Description of Test Format and Organization sections for English Language Arts (ELA), Mathematics, Science, and Social Studies.

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

## ENGLISH LANGUAGE ARTS (ELA)

### DESCRIPTION OF TEST FORMAT AND ORGANIZATION

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

The Grade 5 English Language Arts EOG assessment consists of both operational items (contribute to a student's criterion-referenced and/or norm-referenced score) and field test items (newly written items that are being tried out and do not contribute to the student's score). A subset of the norm-referenced operational items have been verified as aligned to the course content standards by Georgia educators and will also contribute to the criterion-referenced score and Achievement Level designation. The other norm-referenced items will contribute only to the national percentile rank, which is provided as supplemental information.

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

The table on the following page outlines the number and types of items included on the Grade 5 English Language Arts EOG assessment.

### 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	7	0	0
<b>Total Items/Points<sup>5</sup></b>	<b>60</b>	<b>55</b>	<b>20</b>

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

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

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

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

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

The test will be given in three sections. Students will be given a maximum of 90 minutes to complete Section 1, which includes the extended writing response.\* Students may have up to 75 minutes per section to complete Sections 2 and 3. The total estimated testing time for the Grade 5 English Language Arts (ELA) EOG assessment ranges from approximately 190 to 240 minutes. Total testing time describes the amount of time students have to complete the assessment. It does not take into account the time required for the test examiner to complete pre-administration and post-administration activities (such as reading the standardized directions to students). Section 1, which focuses on writing, must be administered on a separate day. Sections 2 and 3 must be scheduled such that both will be completed in a single day or over the course of two consecutive days (one section each day) and should be completed within the same week following the district's testing protocols for the EOG measures (in keeping with state guidance).

## CONTENT MEASURED

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

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

The content of the assessment is organized into two groupings, or domains, of standards for the purposes of providing feedback on student performance. A content domain is a reporting category that *broadly* describes and defines the content of the course, as measured by the EOG assessment. The standards for Grade 5 English Language Arts (ELA) are grouped into two domains: Reading and Vocabulary, and Writing and Language. Each domain was created by organizing standards that share similar content characteristics. The content standards describe the level of expertise that Grade 5 English Language Arts (ELA) educators should strive to develop in their students. Educators should refer to the content standards for a full understanding of the knowledge, concepts, and skills subject to be assessed on the EOG assessment.

The approximate proportional number of points associated with each domain is shown in the following table. A range of cognitive levels will be represented on the Grade 5 English Language Arts (ELA) EOG assessment. Educators should always use the content standards when planning instruction.

## GRADE 5 ENGLISH LANGUAGE ARTS (ELA): DOMAIN STRUCTURES AND CONTENT WEIGHTS

Domain	Standard	Approximate Weight
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%
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%

## ITEM TYPES

The English Language Arts (ELA) portion of the Grade 5 EOG assessment consists of selected-response, technology-enhanced, constructed-response, extended constructed-response, and extended writing-response items.

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

A technology-enhanced item is an innovative way to measure student skills and knowledge using scaffolding within a multi-step response. For ELA, the specific type of technology-enhanced item being used is a two-part item called an Evidence-Based Selected Response item (EBSR). In the first part of an EBSR item, the student responds to an inferential or key concept question related to a stimulus text. In the second part of an EBSR item, the student provides evidence from the same text to support the inference or idea. In both parts of an EBSR item, the student selects the responses from the choices provided. In the first part, there is one correct answer. In the second part, the student will be asked to choose one correct response or the student will be asked to choose one or more correct responses. If the student responds correctly to both parts of the EBSR item, the student receives two points. Partial credit may be awarded when a student answers the first part correctly.

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

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

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

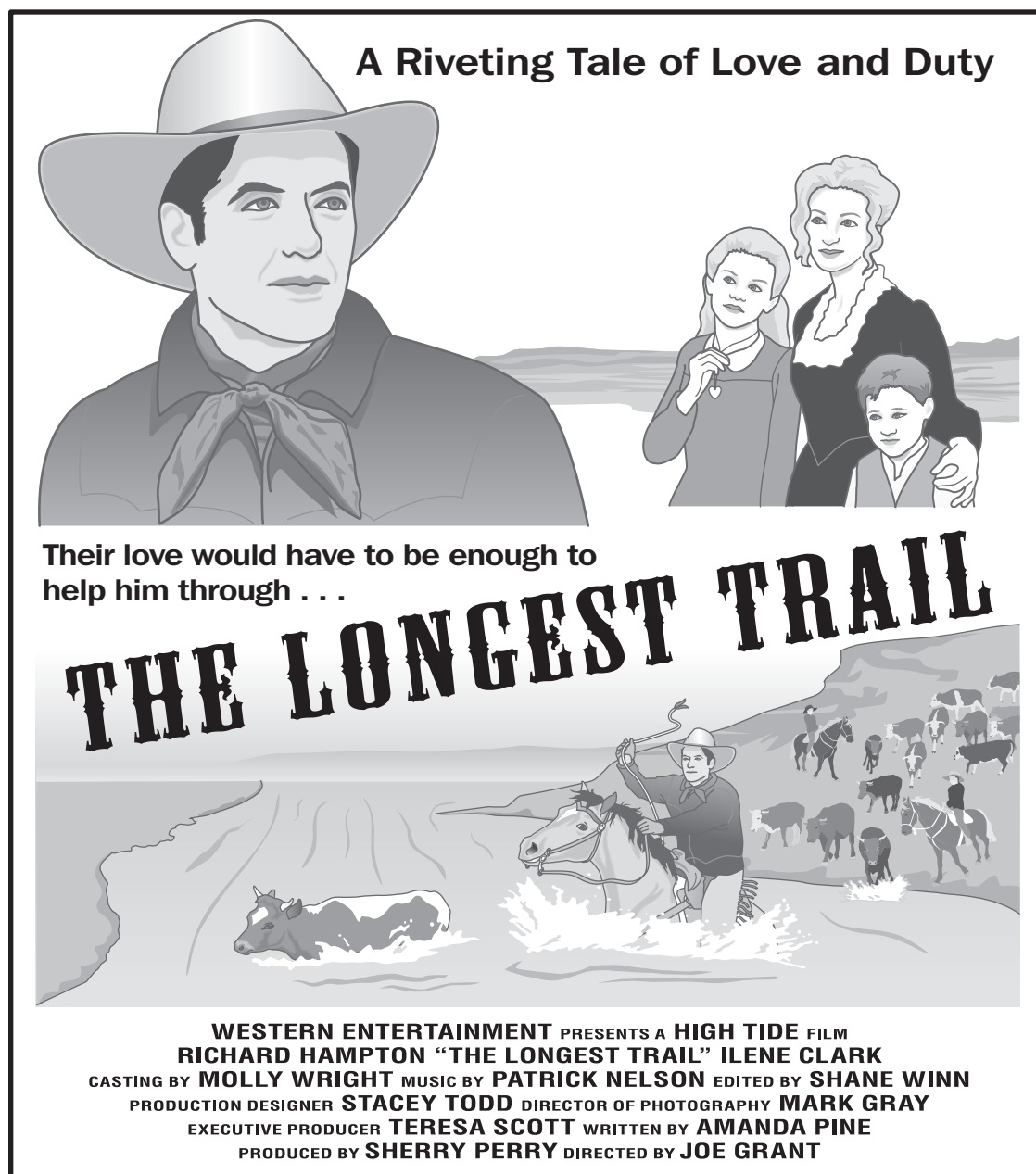
## ENGLISH LANGUAGE ARTS (ELA) DEPTH OF KNOWLEDGE EXAMPLE ITEMS

Example items that represent the applicable DOK levels across various Grade 5 English Language Arts (ELA) content domains are provided.

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

### Example Items 1 and 2

Read the movie poster for *The Longest Trail* and the movie review “The Truth of the Matter” and answer example Items 1 and 2.





## The Truth of the Matter

As the sun sets over a beautiful western town, a handsome young man gazes at a lovely young woman. Their clothes are neatly pressed and neither has a hair out of place. It's a perfect scene. There is only one problem. It is too good to be true.

The scene is from the movie *The Longest Trail*. It is a beautifully filmed movie with talented actors, but it does not show what life was really like in the 1800s.

As the movie begins, we learn that a group of cowboys has been traveling on a cattle trail for many days in the late winter. Their goal is to transport cattle from a city in southern Texas to a city in Oklahoma. The first scene takes place as the group crosses the Red River. The river is flowing quickly, and there are some tense moments as the cowboys attempt to get their horses and cattle across. However, they all make it across without a scratch, and they laugh as they head back to the trail.

The truth is that the life of a cowboy was much more dangerous and exhausting than the movie shows. The cowboys in the movie laughed that their clothes and horses were wet. But real cowboys knew that wearing wet clothes in the winter was dangerous and could cause them to suffer from a condition called hypothermia. Their body temperatures could drop, and they could get sick or die.

The cowboys in the movie continue on down the trail. At night, they tell stories around the campfire and then drift off to sleep. Real cowboys, however, never really got a good night's rest. Instead, they spent a large part of the night keeping watch. They had to make sure their animals did not wander off, were not attacked by predators, and were not stolen by other cowboys.

The next day, the cowboys in the movie get up and begin to prepare for the day ahead. However, Joshua, the main character, decides that he is going to return home to Texas. He misses his wife and his family and wants nothing more than to see them again. He explains to the other cowboys that he must leave them or regret the journey forever. Then he turns his horse around and heads south.

Though the situation makes for a great Hollywood story, it is completely unrealistic. Cowboys sacrificed a great deal and often had to leave family behind. Cowboys were paid poorly, and they would never leave a job without completing it. If they did, they would not get paid at all.

Joshua returns to his home in Texas and finds his beautiful wife just as the sun is setting. In real life, Joshua would have found it very hard to make the trip back to Texas alone. Cowboys faced many obstacles on their travels, such as falling off their horses or running into wild animals. Traveling alone meant there was no one to give the cowboy aid if he had an injury or got sick.

Though many parts of the movie were beautifully filmed, the movie was simply not realistic. *The Longest Trail* should be called *The Longest Trail Away From the Truth*.

### Example Item 1

**Selected-Response:** 1 point

**DOK Level 2:**

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

**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 movie review BEST supports the conclusion that filmmakers value dramatic stories over accurate ones?**

- A.** As the movie begins, we learn that a group of cowboys has been traveling on a cattle trail for many days in the late winter.
- B.** The truth is that the life of a cowboy was much more dangerous and exhausting than the movie shows.
- C.** The next day, the cowboys in the movie get up and begin to prepare for the day ahead.
- D.** Cowboys sacrificed a great deal and often had to leave family behind.

**Correct Answer:** B

**Explanation of Correct Answer:** The correct answer is choice (B) The truth is that the life of a cowboy was much more dangerous and exhausting than the movie shows. This is the only sentence that explicitly compares the movie to reality, showing what the movie makers value. Choices (A) and (C) are incorrect because they only describe what happens in the movie and do not make a comparison with reality. Choice (D) is incorrect because it doesn't compare this reality with what the movie shows to prove that the moviemakers value drama.

## Example Item 2

**Constructed-Response:** 2 points

**DOK Level 3:**

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

**Standard:** ELAGSE5RI3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

**How did the reviewer's knowledge of the lives of real cowboys MOST LIKELY influence his or her opinion of the movie?**

**Use details from the movie review to support your answer.**

### Scoring Rubric

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

### Exemplar Response

Points Awarded	Sample Response
2	The reviewer uses his or her knowledge about the real lives of cowboys to explain why the movie is unrealistic. He or she describes different moments in the movie and compares them to what really happened. For example, real cowboys had to stay up at night to make sure they and their animals were safe. The movie showed them getting a good night's rest. The movie also showed that a cowboy could travel alone, but the reviewer explains how a cowboy would probably die if he traveled alone.
1	The reviewer uses his or her knowledge about the real lives of cowboys to explain why the movie is unrealistic. He or she describes different moments in the movie and compares them to what really happened.
0	The reviewer compares what he or she knows about real cowboys to what happened in the movie.

### Example Item 3

**Extended Writing-Response:** 7 points

**DOK Level 4:**

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

**Standard:** ELAGSE5W2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

**In this section, you will read two student passages. You will write an informational essay detailing the similarities and differences in how the schools are described in each passage.**

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

1. The Center
2. School Pride Day

#### The Center

The Student Greeting Committee welcomes you to Centerville!

Our Centerville School is proud to be located in the heart of Centerville. Students and teachers fondly call the school C-School, or just The Center. Because we are in the center of town, we do our best to make sure the school stands out as clean, fun, and friendly. In fact, one of our biggest after-school clubs is the School Clean-Up Crew. This “crew” keeps the school clean and welcoming, inside and out.

Sports are popular here. It is hard to choose from all that is offered, but the most popular sport is basketball. It’s also fun to play or watch the basketball games, especially when we play Grant School. They are our biggest “enemy” on the court. Though we say we are enemies, really it is just for fun.

Our school mascot is a great white shark named Jaws. He comes out to every event to cheer on the school. Kids love trying out to be the mascot. There are try-outs at the beginning of each semester. Lots of students hope for the opportunity to wear the Jaws costume at school events.

The cafeteria at The Center has a good selection. Every day, students can select from two different meals. Generally, the meal listed first on the menu board is the most popular. The second meal listed is usually something that most kids would not eat. Every other Friday, we have pizza day. Every student loves this day. Pizza and salad are brought in from a local pizzeria, and the cafeteria turns into a pizza party.

The school is pretty crowded, so at recess and on the way to lunch, it can be crazy in the hallways. It is best to plan ahead so that you can just go with the flow of traffic rather than having to go against the stream of students.

We know you will enjoy being a student at Centerville School. It won't take long for you to feel like you are part of The Center.

### **School Pride Day**

School Pride Day is coming up, and our school has a lot to be proud of. From sports to music, we have it all. Come help us celebrate all the things we do best.

For starters, our school chess team took the top prize at this year's Champion Chess Tournament. Not only did our chess team come in first place, but they also won the prize for being good sports. Smart on the chess board and kind on the sidelines. Way to go chess team!

Both our orchestra and our band have something to celebrate. The orchestra was asked to play at the City Festival, and the mayor herself introduced them. Also, the school band is competing in a music competition at the end of the month. Congratulations to the orchestra and good luck to the band!

We all know that sports are a big part of our school. You can see that on game days when the students are all wearing their school T-shirts and jerseys in support of the teams. Even the teachers show their support by wearing their sweatshirts and school scarves.

Congratulations to the volleyball and basketball teams for having their best season yet. And congratulations to all teams on the field and court for making our school proud.

When it comes to community support, we couldn't be prouder. Our last school garage sale, held in our school parking lot, raised hundreds of dollars for the local food pantries. Thanks to the school families for giving the school so many wonderful things that we were able to help many community families in need.

New additions to the school are the mini-libraries at both entrances to the school. With the help of a local business, we built two mailbox-style libraries that hold books for children and adults alike. These books are available for anyone to take; just help yourself.

Show your school spirit and come out to celebrate School Pride Day with us. Learn about clubs and events that you can get involved in. Congratulate your peers and get involved!

Now that you have read “The Center” and “School Pride Day,” create a plan for and write your informational essay.

## WRITING TASK

There are many ways to welcome students to schools, describe school activities, and explain how students can become involved at school.

Think about the ideas in the two passages, and then write an **informational essay** in your own words detailing the similarities and differences in how the schools are described in each passage.

Be sure to use information from BOTH passages as you write an **essay that informs or explains**. Write your answer on the lines provided.

### 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 linking words and phrases to connect ideas.
- Clarify the relationships among ideas and concepts.
- Use clear language and vocabulary.
- Provide a conclusion that supports the information presented.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

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

*The two texts describe the school similarly, but there are also differences. The first text focuses more on introducing a student to things he or she should know about the school, while the second text focuses more on the accomplishments of the school.*

*The first text prepares a student for life in the school. It describes a favorite after-school club that cleans up the campus. It also talks about how popular the sports teams are and things to remember when using the cafeteria. It also prepares the student for how “crazy” it can be in the halls.*

*The second text is more focused on all of the things that the school has accomplished. It celebrates the chess team’s win and the orchestra’s recognitions. It describes the pride students and teachers have in the school, and it brags a bit about the community support and mini-libraries.*

*Both texts show the good things the school has to offer. They also introduce students to the school so that they will feel more comfortable.*

*While they focus on different things, the texts both represent the school positively.*

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

This section has two parts. The first part is a set of 11 sample items for the English Language Arts (ELA) portion of the EOG assessment. The second part contains a table that shows for each item the standard assessed, the DOK level, the correct answer (key), and a rationale/explanation about the key and distractors. The sample items can be utilized as a mini-test to familiarize students with the item formats found on the assessment.

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



**Items 1 through 9**

Use this passage to answer example items 1 through 9.

**Buddy's Trick**

"Look, Buddy is napping on our couch again," Angela said with a note of wonder to her brother, Carlos.

Their neighbors, the Thortons, had a black cat named Buddy. Lately, Buddy kept appearing in the children's house, but they did not know how he managed his mysterious trick.

Gently, Angela scooped up Buddy, and the sociable cat snuggled into her arms like a cozy stuffed animal.

"Buddy's tail has streaks of blue paint on it," Angela noticed. "Dad is painting our house that color. Maybe Dad left a window open and Buddy climbed inside."

"Let's go and check," suggested Carlos. In a flash, he sprinted out of the house, eager to find an answer, but Angela followed slowly. What if we solve the mystery and end Buddy's visits? I enjoy discovering him, Angela thought.

As Angela joined Carlos, he pointed to a ladder leaning against the house. The painted blue window above it was open. "Buddy must have climbed up the ladder and leaped through the window!" Carlos exclaimed.

"He's not an ordinary cat; he's an acrobat!"

Angela thoughtfully stared at the ladder's slippery metal rungs. "Buddy's claws cannot grip those rungs," she concluded.

A moment later, Dad's head poked through the open window and ended their discussion. "I've been painting this room all morning," he explained, "and no cat has crept by me."

"Maybe there's another open window," Carlos declared. Before Angela could reply, he bolted off again like a runner at the sound of the starting pistol. When Angela caught up with him, he was resting on the front steps, his face sweaty.

"The other windows are closed," Carlos reported, "but I can still solve this mystery."

"How?" asked Angela, curious about her brother's next plan. Carlos always had imaginative ideas.

"Buddy really likes you," Carlos stated, staring at the contented cat in Angela's arms. "If you go inside and call him, Buddy will want to come and see you. I'll follow him and discover his secret entrance."

"That's a good idea," Angela admitted. Reluctantly, she gently placed the cat in the grass and walked inside.

Taking a deep breath, she began calling Buddy's name.

Suddenly a black shadow streaked out of their basement and leaped into Angela's arms. A moment later, a delighted Carlos exploded through the front door and joined them.

"Buddy found a loose board by our basement window," Carlos said. "He lifted it with his paw and wiggled under it."

"That explains the blue paint," Angela stated. "Dad stores his leftover paint in the basement. When Buddy slipped inside, he probably rubbed against a paint can."

"I'm going to tell Dad about the loose board," Carlos reported next, pleased at solving their mystery. Angela sighed as the front door slammed behind Carlos. I guess the cat is out of the bag now, she thought. With heavy feet, Angela headed next door to take Buddy home.

Mr. Thorton was in his yard, frantically searching the bushes. When he spotted Angela and Buddy, he sighed with relief. "You've found my runaway cat!" Mr. Thorton cheered. "My wife's out of town and Buddy misses her. Whenever I work in the garden, Buddy mysteriously disappears."

"He comes to visit us," Angela replied. "Unfortunately, he rubbed against a paint can."

"I can give him a bath," Mr. Thorton chuckled. "I hope he's not bothering you."

"I love Buddy's company," Angela assured him. Suddenly a hopeful smile lit up her face. "If my father agrees, I could watch Buddy until your wife returns."

"That would be wonderful," said Mr. Thorton. "Then I could stop worrying about him."

"I'm glad we solved your mystery," Angela laughed as Buddy purred.

### Item 1

**Selected-Response:** 1 point

**Which statement from the story supports the idea that Carlos is determined?**

- A. "The other windows are closed," Carlos reported, "but I can still solve this mystery."
- B. "Buddy really likes you," Carlos stated, staring at the contented cat in Angela's arms.
- C. "Buddy found a loose board by our basement window," Carlos said. "He lifted it with his paw and wiggled under it."
- D. "I'm going to tell Dad about the loose board," Carlos reported next, pleased at solving their mystery.

**Item 2****Selected-Response:** 1 point**Which conclusion can BEST be made based on this sentence from the story?**

With heavy feet, Angela headed next door to take Buddy home.

- A. Angela is curious.
- B. Angela is nervous.
- C. Angela is stubborn.
- D. Angela is responsible.

**Item 3****Selected-Response:** 1 point**What is the theme of the story?**

- A. Cats can be sneaky animals.
- B. Cats are interesting animals.
- C. People should leave windows closed.
- D. People can get answers if they are persistent.

### Item 4

**Constructed-Response:** 2 points

Compare Carlos's actions to Angela's as they try to solve the mystery of Buddy the cat getting into their house. How do their actions differ?

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

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### Item 5

**Selected-Response:** 1 point

What does the phrase *lit up her face* mean in the sentence?

Suddenly a hopeful smile <u>lit up her face</u> .
---

- A. made her face red
- B. made her skin glow
- C. made her look happy
- D. made her feel sweaty

**Item 6****Selected-Response:** 1 point**What is the BEST meaning of the underlined phrase in the sentence?**

I guess the cat is out of the bag now, she thought.

- A. a pet is missed
- B. a bag is emptied
- C. a cat is discovered
- D. a secret is uncovered

**Item 7****Selected-Response:** 1 point**What is the meaning of the word *frantically* in the sentence?**

Mr. Thorton was in his yard, frantically searching the bushes.

- A. full of energy
- B. state of concern
- C. to make excited
- D. in a desperate way

**Item 8**

**Technology-Enhanced:** 2 points

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

**Part A**

**Why does the author MOST LIKELY tell the passage from the point of view of both Angela and Carlos?**

- A. to help the reader learn how to paint basement walls
- B. to help the reader understand the best way to solve a mystery
- C. to help the reader understand how Angela and Carlos are different
- D. to help the reader know why Angela and Carlos like Buddy so much

**Part B**

**Which pair of sentences from the passage BEST supports the answer to Part A?**

- A. Angela thoughtfully stared at the ladder's slippery metal rungs.  
"Buddy's claws cannot grip those rungs," she concluded.
- B. "How?" asked Angela, curious about her brother's next plan.  
Carlos always had imaginative ideas.
- C. "Buddy found a loose board by our basement window," Carlos said.  
"He lifted it with his paw and wiggled under it."
- D. "He comes to visit us," Angela replied.  
"Unfortunately, he rubbed against a paint can."



## Items 10 and 11

In this section, you will read two student passages. You will write an informational essay detailing the similarities and differences in how each passage describes the schools.

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

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Our school mascot is a great white shark named Jaws. He comes out to every event to cheer on the school. Kids love trying out to be the mascot. There are try-outs at the beginning of each semester. Lots of students hope for the opportunity to wear the Jaws costume at school events.

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The school is pretty crowded, so at recess and on the way to lunch, it can be crazy in the hallways. It is best to plan ahead so that you can just go with the flow of traffic rather than having to go against the stream of students.

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For starters, our school chess team took the top prize at this year's Champion Chess Tournament. Not only did our chess team come in first place, but also they won the prize for being good sports. Smart on the chess board and kind on the sidelines. Way to go chess team!

Both our orchestra and our band have something to celebrate. The orchestra was asked to play at the City Festival, and the mayor herself introduced them. Also, the school band is competing in a music competition at the end of the month. Congratulations to the orchestra and good luck to the band!

We all know that sports are a big part of our school. You can see that on game days when the students are all wearing their school T-shirts and jerseys in support of the teams. Even the teachers show their support by wearing their sweatshirts and school scarves.

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New additions to the school are the mini-libraries at both entrances to the school. With the help of a local business, we built two mailbox-style libraries that hold books for children and adults alike. These books are available for anyone to take; just help yourself.

Show your school spirit and come out to celebrate School Pride Day with us. Learn about clubs and events that you can get involved in. Congratulate your peers and get involved!

[illegible]

**Item 11****Extended Writing-Response:** 7 points

Now that you have read “The Center” and “School Pride Day,” create a plan for and write your informational essay.

**WRITING TASK**

There are many ways to welcome students to schools, describe school activities, and explain how students can become involved at school.

Think about the ideas in the two passages, and then write an **informational essay** in your own words detailing the similarities and differences in how the schools are described in each passage.

Be sure to use information from BOTH passages as you write an **essay that informs or explains**. Write your answer on the lines provided.

**Be sure to:**

- Introduce the topic clearly, provide a focus, and organize information in a way that makes sense.
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- 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 linking words and phrases to connect ideas.
- Clarify the relationships among ideas and concepts.
- Use clear language and vocabulary.
- Provide a conclusion that supports the information presented.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.





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

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
1	ELAGSE5RL1	2	A	The correct answer is choice (A) “The other windows are closed,” Carlos reported, “but I can still solve this mystery.” Carlos clearly shows confidence in his own abilities, revealing his determination. Choice (B) is incorrect because Carlos is making an observation about Buddy, not showing that he is determined. Choice (C) is incorrect because it reveals Buddy’s cleverness, not Carlos’ determination. Choice (D) is incorrect because it shows that Carlos is content with himself, not that he is determined to do something.
2	ELAGSE5RL1	3	D	The correct answer is choice (D) Angela is responsible. Even though she wants to keep playing with Buddy, she does the right thing and takes him back where he belongs. Choices (A), (B), and (C) are incorrect because Angela is not showing curiosity, nervousness, or stubbornness here; she is showing sadness.
3	ELAGSE5RL2	3	D	The correct answer is choice (D) People can get answers if they are persistent. Carlos and Angela are determined to find out how Buddy keeps getting into their house, so they keep searching and asking questions until they find out. Choices (A) and (B) are incorrect because the central focus of the story is not on cats, but on solving a mystery. Choice (C) is incorrect because Buddy doesn’t use the window to enter the house, so open windows are not a problem.
4	ELAGSE5RL3	3	N/A	See scoring rubric and exemplar responses on page 40.
5	ELAGSE5RL4	3	C	The correct answer is choice (C) made her look happy. This expression is used to show that someone is delighted or excited about something. Choices (A) and (B) are incorrect because they are literal interpretations and do not express the meaning of the phrase. Choice (D) is incorrect because nothing in the sentence suggests that Angela is sweaty.
6	ELAGSE5L5b	3	D	The correct answer is choice (D) a secret is uncovered. Angela thinks this directly after she and Carlos finally solve the mystery of how Buddy enters their house, so the phrase means that a secret is revealed. Choice (A) is incorrect because Angela isn’t missing Buddy here. Choice (B) is incorrect because Buddy was not found in a bag. Choice (C) is incorrect because the phrase does not typically refer to an actual cat.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
7	ELAGSE5L4b	2	D	The correct answer is choice (D) in a desperate way. Mr. Thorton, Buddy's owner, is very worried about his pet, so he desperately searches for him. Choice (A) is incorrect because "frantically" describes an emotion, not energy levels. Choice (B) is incorrect because Mr. Thorton is past concern at this point; he is very worried. Choice (C) is incorrect because Mr. Thorton isn't exciting anyone in his search.
8	ELACC5RL6	3	C/B	<p>The correct answer choices are (C) to help the reader understand how Angela and Carlos are different, <b>and</b> (B) "How?" asked Angela, curious about her brother's next plan. Carlos always had imaginative ideas.</p> <p>Angela and Carlos approach the mystery very differently (Angela is somewhat reluctant as she is fond of the cat, while Carlos is excited to figure out how the cat is getting into the house), and telling the passage from each one's point of view helps the reader understand the differences between the siblings. The answer choice for Part B of the item shows the sentences from the passage that best support how Angela and Carlos are different.</p> <p>In Part A, choice (A) is incorrect as the passage does not focus on the act of painting basement walls, though paint and the basement are part of the passage. Choice (B) is incorrect because the passage is not designed to be instructional. Choice (D) is incorrect because the reader never learns much about how Carlos feels about Buddy; rather, Angela's feelings about Buddy are a central component of the passage. The incorrect options in Part B support incorrect answers in Part A.</p>
9	ELAGSE5W3d	4	N/A	See exemplar responses on page 41 and the four-point holistic rubric beginning on page 45.
10	ELAGSE5RI2	3	N/A	See scoring rubric and exemplar responses on page 42.
11	ELAGSE5W2d	4	N/A	See exemplar response on page 43 and the seven-point, two-trait rubric beginning on page 47.

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

### Item 4

#### Scoring Rubric

Points	Description
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>• Gives sufficient evidence of the ability to compare characters' actions</li> <li>• Includes specific examples/details that make clear reference to the text</li> <li>• Adequately explains how each character's actions differ from one another with clearly relevant information based on the text</li> </ul>
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>• Gives limited evidence of the ability to compare characters' actions</li> <li>• Includes vague/limited examples/details that make reference to the text</li> <li>• Explains how each character's actions differ from one another with vague/limited information based on the text</li> </ul>
0	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>• Gives no evidence of the ability to compare characters' actions</li> </ul>

#### Exemplar Response

Points Awarded	Sample Response
2	Carlos's actions are more urgent than Angela's. He seems more excited. Angela seems curious about the situation but doesn't feel as driven to find the answers. Carlos "bolted off again like a runner" while Angela "reluctantly . . . placed the cat in the grass and walked inside."
1	Carlos's actions are more urgent than Angela's. He runs around, doing things to find out how the cat gets inside. Angela is curious but not as interested as Carlos.
0	Carlos makes things happen in the story.



## Item 9

To view the four-point holistic rubric for a text-based narrative response, see pages 45 and 46.

## Exemplar Response

Points Awarded	Sample Response
4	<p>“The other windows are tightly closed. I can’t budge them, so I doubt Buddy could have opened them,” Carlos reported. He tapped his foot on the ground and said, “But I can still solve this mystery.”</p> <p>Angela stroked Buddy’s soft fur and felt the vibrations of his purr under her hand. “How?” she asked, extremely curious about her brother’s next plan. Carlos always had the most imaginative and brilliant ideas.</p> <p>“Buddy really likes you,” Carlos stated, reaching out to scratch the cat behind the ears. “If you go inside and call him sweetly, Buddy will run quickly to come and see you. I’ll creep behind him and discover his secret entrance.”</p> <p>“That’s a good idea,” Angela sadly admitted. She didn’t really want to find out how Buddy got in, but she reluctantly set him gently in the fresh-smelling grass. She walked inside, took a deep breath, and began calling Buddy’s name.</p>
3	<p>“The other windows are tightly closed. I can’t budge them,” Carlos reported. He tapped his foot on the ground and said, “But I can still solve this mystery.”</p> <p>Angela stroked Buddy’s soft fur and felt the vibrations of his purr under her hand. “How?” she asked, curious about her brother’s next plan. Carlos always had the most imaginative ideas.</p> <p>“Buddy really likes you,” Carlos stated. “If you go inside and call him sweetly, Buddy will run to come and see you. I’ll creep behind him and discover his secret entrance.”</p> <p>“That’s a good idea,” Angela sadly admitted. She reluctantly set him gently in the fresh smelling grass.</p> <p>She walked inside, took a deep breath, and began calling Buddy’s name.</p>
2	<p>“The other windows are closed. I can’t move them. Buddy could not open them,” Carlos said. He thought to himself. He said, “But I can still solve this mystery.”</p> <p>Angela pet Buddy. “How?” she asked. Carlos had good ideas.</p> <p>“Buddy likes you,” Carlos stated. “Call him. I’ll follow him”</p> <p>“That’s a good idea,” Angela said. She set Buddy down and began calling his name.</p>
1	<p>The windows are super closed. I can still find out what happens, Carlos said.</p> <p>Angela pet the cat. How? she asked.</p> <p>Carlos said for her to call Buddy and that he’d come to her.</p> <p>Angela put him down and said his name.</p>
0	Carlos and Angela found out where Buddy came from.

## Item 10

## Scoring Rubric

Points	Description
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>• Gives sufficient evidence of the ability to determine/summarize the central idea of two texts and to explain the support for a central idea</li> <li>• Includes specific examples/details that make clear reference to the texts</li> <li>• Adequately explains the central idea and gives an explanation with clearly relevant information based on the texts</li> </ul>
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>• Gives limited evidence of the ability to determine the central idea of two texts or to explain the support for a central idea</li> <li>• Includes vague/limited examples/details that make reference to the texts</li> <li>• Explains the central idea or gives an explanation with vague/limited information based on the texts</li> </ul>
0	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>• Gives no evidence of the ability to determine the central idea of two texts or to explain the support for a central idea</li> </ul>

## Exemplar Response

Points Awarded	Sample Response
2	<p>The central idea of the texts is to explain to new students details about the school. The first text describes the sports offered, such as basketball, and includes information about the school's mascot. It also talks about the cafeteria.</p> <p>The second text describes all of the fun activities and successes of the school. It mentions the chess team's first place finish, as well as the garage sale that raised hundreds of dollars.</p>
1	<p>The central idea of the texts is to explain to new students details about the school, including how good the cafeteria is and how much money was raised at the garage sale.</p>
0	<p>The central idea is that the school is fun.</p>

**Item 11**

**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 47 and 48 to see why this example would earn the maximum number of points.**

*The two texts describe the school similarly, but there are also differences. The first text focuses more on introducing a student to things he or she should know about the school, while the second text focuses more on the accomplishments of the school.*

*The first text prepares a student for life in the school. It describes a favorite after-school club that cleans up the campus. It also talks about how popular the sports teams are and things to remember when using the cafeteria. It also prepares the student for how “crazy” it can be in the halls.*

*The second text is more focused on all of the things that the school has accomplished. It celebrates the chess team’s win and the orchestra’s recognitions. It describes the pride students and teachers have in the school, and it brags a bit about the community support and mini-libraries.*

*Both texts show the good things the school has to offer. They also introduce students to the school so that they will feel more comfortable.*

*While they focus on different things, the texts both represent the school positively.*

## ENGLISH LANGUAGE ARTS (ELA) WRITING RUBRICS

Grade 5 items that are not machine-scored—i.e., constructed-response, extended constructed-response, and extended writing-response items—are manually scored using either a holistic rubric or a two-trait rubric.

### Four-Point Holistic Rubric

#### Genre: Narrative

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

### Seven-Point, Two-Trait Rubric

#### Genre: Opinion or Informational/Explanatory

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

On the following pages are the rubrics that will be used to evaluate writing on the Georgia Milestones Grade 5 English Language Arts (ELA) EOG assessment.

## Four-Point Holistic Rubric

### Genre: Narrative

Writing Trait	Points	Criteria
<p><i>This trait examines the writer's ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.</i></p>	4	<p><i>The student's response is a well-developed narrative that fully develops a real or imagined experience based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>Effectively establishes a situation and introduces a narrator and/or characters</li> <li>Organizes an event sequence that unfolds naturally</li> <li>Effectively uses narrative techniques, such as dialogue, description, and pacing, to develop rich, interesting experiences 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><i>The student's response is a complete narrative that develops a real or imagined experience based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>Establishes a situation and introduces one or more characters</li> <li>Organizes events in a clear, logical order</li> <li>Uses narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations</li> <li>Uses words and/or phrases to indicate sequence</li> <li>Uses words, phrases, and details to convey experiences and events</li> <li>Provides an appropriate conclusion</li> <li>Integrates some ideas and/or details from source material</li> <li>Has a few minor errors in usage and/or conventions that interfere with meaning*</li> </ul>

## Four-Point Holistic Rubric

### Genre: Narrative (continued)

Writing Trait	Points	Criteria
<i>This trait examines the writer's ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.</i>	2	<p><i>The student's response is an incomplete or oversimplified narrative based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Introduces a vague situation and at least one character</li> <li>• Organizes events in a sequence but with some gaps or ambiguity</li> <li>• Attempts to use a narrative technique, such as dialogue 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><i>The student's response provides evidence of an attempt to write a narrative based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Response is a summary of the story</li> <li>• Provides a weak or minimal introduction of a situation or a character</li> <li>• May be too brief to demonstrate a complete sequence of events</li> <li>• Shows little or no attempt to use dialogue 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><i>The student's response is flawed for various reasons and will receive a condition code:</i></p> <p>The condition codes can be found on page 111 of this guide.</p>

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

## Seven-Point, Two-Trait Rubric

### Trait 1 for Informational/Explanatory Genre

Writing Trait	Points	Criteria
<b>Idea Development, Organization, and Coherence</b> <i>This trait examines the writer's ability to effectively establish a controlling idea and to support the idea with evidence from the text(s) read and to elaborate on the idea with examples, illustrations, facts, and other details in order. The writer must integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence (from text that they have read) in order to create cohesion for an informative/explanatory essay.</i>	4	<i>The student's response is a well-developed informative/explanatory text that examines a topic in depth and conveys ideas and information clearly based on text as a stimulus.</i> <ul style="list-style-type: none"> <li>Effectively introduces a topic</li> <li>Groups related ideas together logically to give some organization to the writing</li> <li>Effectively develops the topic with multiple facts, definitions, concrete details, quotations, or other information and examples related to the topic</li> <li>Effectively uses linking words and phrases to connect ideas within and across categories of information</li> <li>Uses precise language and domain-specific vocabulary to explain the topic</li> <li>Provides a strong concluding statement or section related to the information or explanation presented</li> </ul>
	3	<i>The student's response is a complete informative/explanatory text that examines a topic and presents information based on a text as a stimulus.</i> <ul style="list-style-type: none"> <li>Introduces a topic</li> <li>Develops the topic with some facts, definitions, and details</li> <li>Groups some related ideas together to give partial organization to the writing</li> <li>Uses some linking words to connect ideas within and across categories of information, but relationships may not always be clear</li> <li>Uses some precise language and domain-specific vocabulary to explain the topic</li> <li>Provides a concluding statement or section</li> </ul>
	2	<i>The student's response is an incomplete or oversimplified informative/explanatory text that cursorily examines a topic.</i> <ul style="list-style-type: none"> <li>Attempts to introduce a topic</li> <li>Attempts to develop a topic with too few details</li> <li>Attempts to group some related ideas together but organization is not clear</li> <li>Uses few linking words to connect ideas, but not all ideas are well connected to the topic</li> <li>Uses limited language and vocabulary that do not clearly explain the topic</li> <li>Provides a weak concluding statement or section</li> </ul>
	1	<i>The student's response is a weak attempt to write an informative/explanatory text that examines a topic.</i> <ul style="list-style-type: none"> <li>May not introduce a topic or topic is unclear</li> <li>May not develop a topic</li> <li>May be too brief to group any related ideas together</li> <li>May not use any linking words to connect ideas</li> <li>Uses vague, ambiguous, or repetitive language</li> <li>Provides a minimal or no concluding statement or section</li> </ul>
	0	<i>The student's response is flawed for various reasons and will receive a condition code: The condition codes can be found on page 111 of this guide.</i>

## Seven-Point, Two-Trait Rubric

### Trait 2 for Informational/Explanatory Genre

Writing Trait	Points	Criteria
<b>Language Usage and Conventions</b> <i>This trait examines the writer's ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.</i>	3	<i>The student's response demonstrates full command of language usage and conventions.</i> <ul style="list-style-type: none"> <li>Has clear and complete sentence structure, with appropriate range and variety</li> <li>Shows command of language and its conventions when writing</li> <li>Any errors in usage and conventions do not interfere with meaning*</li> </ul>
	2	<i>The student's response demonstrates partial command of language usage and conventions.</i> <ul style="list-style-type: none"> <li>Has complete sentences, with some variety</li> <li>Shows some knowledge of language and its conventions when writing</li> <li>Has minor errors in usage and conventions with no significant effect on meaning*</li> </ul>
	1	<i>The student's response demonstrates weak command of language usage and conventions.</i> <ul style="list-style-type: none"> <li>Has fragments, run-ons, and/or other sentence structure errors</li> <li>Shows little knowledge of language and its conventions when writing</li> <li>Has frequent errors in usage and conventions that interfere with meaning*</li> </ul>
	0	<i>The student's response is flawed for various reasons and will receive a condition code:</i> The condition codes can be found on page 111 of this guide.

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



## Seven-Point, Two-Trait Rubric

### Trait 1 for Opinion Genre

Writing Trait	Points	Criteria
<b>Idea Development, Organization, and Coherence</b>  <i>This trait examines the writer's ability to effectively establish a point of view and to support the opinion with reasons from the text(s) read. The writer must form an opinion from the text(s) in his/her own words and organize reasons for the opinion (from text that they have read) in order to create cohesion for an opinion essay.</i>	4	<i>The student's response is a well-developed opinion piece that effectively examines a topic and supports a point of view, with reasons, clearly based on text as a stimulus.</i> <ul style="list-style-type: none"> <li>Effectively introduces a topic and clearly states an opinion</li> <li>Creates an effective organizational structure that logically groups the ideas and reasons to support the writer's purpose</li> <li>Effectively develops the reasons that are supported by facts and details</li> <li>Uses words, phrases, and clauses effectively to link opinion and reasons</li> <li>Provides a strong concluding statement or section related to the opinion presented</li> </ul>
	3	<i>The student's response is a complete opinion piece that examines a topic and presents a point of view based on text.</i> <ul style="list-style-type: none"> <li>Introduces a topic and states an opinion</li> <li>Provides some organizational structure to group ideas and reasons</li> <li>Develops the topic and supports the opinion with facts and details</li> <li>Uses some words, phrases, and clauses to link opinion and reasons</li> <li>Provides a concluding statement or section related to the opinion presented</li> </ul>
	2	<i>The student's response is an incomplete or oversimplified opinion piece that examines a topic and partially supports a point of view based on text.</i> <ul style="list-style-type: none"> <li>Attempts to introduce a topic and state an opinion</li> <li>Attempts to provide an organizational structure to group reasons, but structure is inconsistent</li> <li>Attempts to develop the topic and support the opinion with facts and details</li> <li>Uses few words, phrases, or clauses to link opinion and reasons; connections are not always clear</li> <li>Provides a weak concluding statement or section that may not be related to the opinion</li> </ul>
	1	<i>The student's response is a weak attempt to write an opinion piece that examines a topic and does not support a text-based point of view.</i> <ul style="list-style-type: none"> <li>May not introduce a topic or state an opinion</li> <li>May not have any organizational structure evident</li> <li>May not develop the topic or support the opinion</li> <li>May not use words or phrases to link opinion and reasons</li> <li>Provides a minimal or no concluding statement or section</li> </ul>
	0	<i>The student's response is flawed for various reasons and will receive a condition code:</i>  The condition codes can be found on page 111 of this guide.

## Seven-Point, Two-Trait Rubric

### Trait 2 for Opinion Genre

Writing Trait	Points	Criteria
<b>Language Usage and Conventions</b> <i>This trait examines the writer's ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.</i>	3	<i>The student's response demonstrates full command of language usage and conventions.</i> <ul style="list-style-type: none"> <li>Has clear and complete sentence structure, with appropriate range and variety</li> <li>Shows command of language and its conventions when writing</li> <li>Any errors in usage and conventions do not interfere with meaning*</li> </ul>
	2	<i>The student's response demonstrates partial command of language usage and conventions.</i> <ul style="list-style-type: none"> <li>Has complete sentences, with some variety</li> <li>Shows some knowledge of language and its conventions when writing</li> <li>Has minor errors in usage and conventions with no significant effect on meaning*</li> </ul>
	1	<i>The student's response demonstrates weak command of language usage and conventions.</i> <ul style="list-style-type: none"> <li>Has fragments, run-ons, and/or other sentence structure errors</li> <li>Shows little knowledge of language and its conventions when writing</li> <li>Has frequent errors in usage and conventions that interfere with meaning*</li> </ul>
	0	<i>The student's response is flawed for various reasons and will receive a condition code:</i> The condition codes can be found on page 111 of this guide.

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

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# MATHEMATICS

## DESCRIPTION OF TEST FORMAT AND ORGANIZATION

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

The Grade 5 Mathematics EOG assessment consists of both operational items (contribute to a student's criterion-referenced and/or norm-referenced score) and field test items (newly written items that are being tried out and do not contribute to the student's score). A subset of the norm-referenced operational items have been verified as aligned to the course content standards by Georgia educators and will also contribute to the criterion-referenced score and Achievement Level designation. The other norm-referenced items will contribute only to the national percentile rank, which is provided as supplemental information.

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

The table on the following page outlines the number and types of items included on the Grade 5 Mathematics EOG assessment.

## 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.

The test will be given in two sections. Section 1 is divided into two parts. Students may have up to 85 minutes per section to complete Sections 1 and 2. The total estimated testing time for the Grade 5 Mathematics EOG assessment ranges from approximately 120 to 170 minutes. Total testing time describes the amount of time students have to complete the assessment. It does not take into account the time required for the test examiner to complete pre-administration and post-administration activities (such as reading the standardized directions to students). Sections 1 and 2 must be scheduled such that both will be completed in a single day or over the course of two consecutive days (one section each day) and should be completed within the same week following the district's testing protocols for the EOG measures (in keeping with state guidance).

## CONTENT MEASURED

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

The content of the assessment is organized into five groupings, or domains, of standards for the purposes of providing feedback on student performance. A content domain is a reporting category that *broadly* describes and defines the content of the course, as measured by the EOG assessment. The standards for Grade 5 Mathematics are grouped into five domains: Operations and Algebraic Thinking, Number and Operations in Base 10, Number and Operations—Fractions, Measurement and Data, and Geometry. Each domain was created by organizing standards that share similar content characteristics. The content standards describe the level of expertise that

Grade 5 Mathematics educators should strive to develop in their students. Educators should refer to the content standards for a full understanding of the knowledge, concepts, and skills subject to be assessed on the EOG assessment.

The approximate proportional number of points associated with each domain is shown in the following table. A range of cognitive levels will be represented on the Grade 5 Mathematics EOG assessment. Educators should always use the content standards when planning instruction.

## GRADE 5 MATHEMATICS: DOMAIN STRUCTURES AND CONTENT WEIGHTS

Domain	Standard	Approximate Weight
Operations and Algebraic Thinking	MGSE5.OA.1 MGSE5.OA.2 MGSE5.OA.3	10%
Number and Operations in Base 10	MGSE5.NBT.1 MGSE5.NBT.2 MGSE5.NBT.3 MGSE5.NBT.4	25%
Number and Operations—Fractions	MGSE5.NF.1 MGSE5.NF.2 MGSE5.NF.3 MGSE5.NF.4	30%
Measurement and Data	MGSE5.MD.1 MGSE5.MD.2 MGSE5.MD.3	20%
Geometry	MGSE5.G.1 MGSE5.G.2 MGSE5.G.3 MGSE5.G.4	15%

## ITEM TYPES

The Mathematics portion of the Grade 5 EOG assessment consists of selected-response, technology-enhanced, constructed-response, and extended constructed-response items.

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

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

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

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

## MATHEMATICS DEPTH OF KNOWLEDGE EXAMPLE ITEMS

Example items that represent the applicable DOK levels across various Grade 5 Mathematics content domains are provided.

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

### Example Item 1

**Selected-Response:** 1 point

**DOK Level 1:**

**Mathematics Grade 5 Content Domain: Measurement and Data**

**Standard:** MGSE5.MD.3a. Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.

**Which statement about a unit cube is true?**

- A. It is a cube with a base perimeter of 1 unit.
- B. It is a cube with a side length of 1 square unit.
- C. It can be used to measure the volume of a rectangle.
- D. It can be used to measure the volume of a rectangular prism.

**Correct Answer:** D

**Explanation of Correct Answer:** The correct answer is choice (D) It can be used to measure the volume of a rectangular prism. A unit cube has a volume of 1 cubic unit and the volume of a right rectangular prism can be found by counting the number of unit cubes it contains. Choices (A) and (B) are incorrect because they use an incorrect definition of a unit cube. Choice (C) is incorrect because volume cannot be measured with unit cubes.

**Example Item 2****Selected-Response:** 1 point**DOK Level 2:****Mathematics Grade 5 Content Domain: Numbers and Operations in Base 10**

**Standard:** MGSE5.NBT.2. Explain patterns in the number of zeroes of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

**Look at the table.**

$1.973 \times 10^1 = 19.73$
$1.973 \times 10^2 = 197.3$
$1.973 \times 10^3 = 1,973.0$
$1.973 \times 10^4 = 19,730.0$

**Based on the pattern, what must 1.973 be multiplied by to get 19,730,000.0?**

- A.  $10^5$
- B.  $10^6$
- C.  $10^7$
- D.  $10^8$

**Correct Answer:** C

**Explanation of Correct Answer:** The correct answer is choice (C)  $10^7$ . The pattern shows that the number becomes 10 times greater when the exponent increases by 1. Compared to the last row of the table, the number must become 1,000 times greater to equal 19,730,000.0, so the exponent needs to be increased by 3. Choices (A), (B), and (D) are incorrect because the number is multiplied by 10 an incorrect number of times.



**Example Item 3****Selected-Response:** 1 point**DOK Level 3:****Mathematics Grade 5 Content Domain: Numbers 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. For example, recognize an incorrect result  $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$ , by observing that  $\frac{3}{7} < \frac{1}{2}$ .

**At Wildlife Junction Petting Zoo,  $\frac{2}{3}$  of the zoo is used for animal and bird exhibits,  $\frac{1}{4}$  of the zoo is used for the children’s play area, and the remaining space is used for the ticket counter and the food court.**

**Does it make sense to say that that  $\frac{3}{7}$  of the zoo is used for the animal and bird exhibits and the children’s play area combined?**

- A. It makes sense because  $\frac{3}{7}$  is greater than  $\frac{1}{4}$ .
- B. It does not make sense because  $\frac{3}{7}$  is less than  $\frac{2}{3}$ .
- C. It does not make sense because  $\frac{2}{3}$  is close to 1 and  $\frac{1}{4}$  is close to  $\frac{1}{2}$  so the sum should be close to  $1\frac{1}{2}$ .
- D. It makes sense because  $\frac{2}{3}$  is close to  $\frac{1}{2}$  and  $\frac{1}{4}$  is close to  $\frac{1}{2}$  so the sum should be close to  $\frac{1}{2}$ .

**Correct Answer:** B

**Explanation of Correct Answer:** The correct answer is choice (B) It makes sense because  $\frac{3}{7}$  is less than  $\frac{2}{3}$ . Since  $\frac{2}{3}$  of the zoo is used for animal and bird exhibits, the part of the zoo used for animal and bird exhibits and the children’s play area must be greater than  $\frac{2}{3}$ . Choice (A) is incorrect because it does not consider the part of the zoo used for exhibits. Choice (C) is incorrect because it makes incorrect comparisons of the addends to benchmark fractions. Choice (D) is incorrect because it makes comparisons of the addends to the benchmark fractions and incorrectly adds.

## MATHEMATICS ADDITIONAL SAMPLE ITEMS

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

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

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

Look at the combined input-output table.

Input	Output A	Output B
1	2	4
2	4	8
3	6	12
4	8	16

Which set of rules was used to create this combined input-output table?

- A. 

Output A	Output B
Output = Input + 1	Output = (Input + 1) + 2
- B. 

Output A	Output B
Output = Input + 1	Output = (Input + 2) × 2
- C. 

Output A	Output B
Output = Input × 2	Output = (Input × 2) + 2
- D. 

Output A	Output B
Output = Input × 2	Output = (Input × 2) × 2

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

Look at the inequality.

$$4.506 < \square$$

Which number belongs in the box to make this inequality true?

- A. 4.5
- B. 4.6
- C. 4.05
- D. 4.46

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

Sasha measured 0.2467 decimeter of rain in one month. She correctly rounded that number to the nearest hundredth.

Which number is her answer?

- A. 0.24
- B. 0.246
- C. 0.247
- D. 0.25

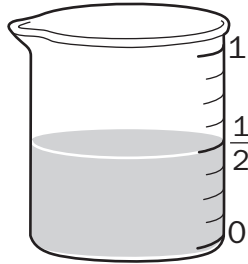
**Item 4****Selected-Response:** 1 pointAt a farm,  $\frac{3}{5}$  of the total area is covered by a pumpkin patch and  $\frac{4}{20}$  of the total area is covered by a cornfield.

What fraction of the total area of the farm is covered by the pumpkin patch and the cornfield combined?

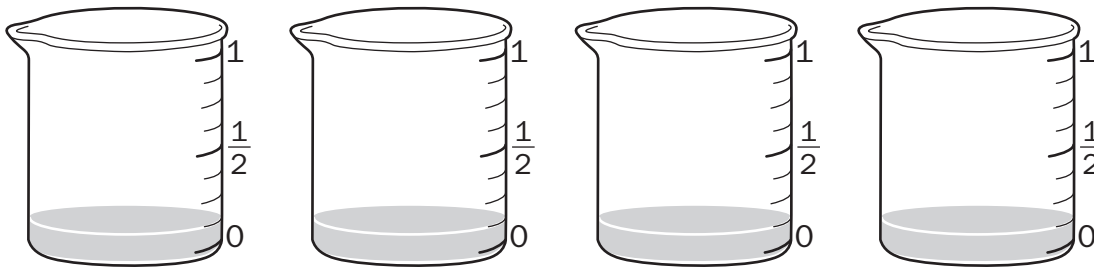
- A.  $\frac{4}{20}$
- B.  $\frac{7}{25}$
- C.  $\frac{7}{20}$
- D.  $\frac{16}{20}$

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

The picture shows the amount, in liters, of a sugar solution that Adam prepared.



He poured equal amounts of the solution into 4 beakers as shown.



Which expression is equal to the amount, in liters, of sugar solution in each beaker?

- A.  $4 \div \frac{1}{8}$
- B.  $\frac{1}{2} \div 4$
- C.  $4 \times \frac{1}{2}$
- D.  $\frac{1}{8} \times 4$

## Item 6

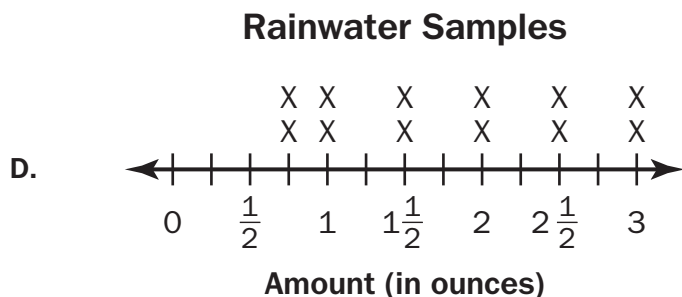
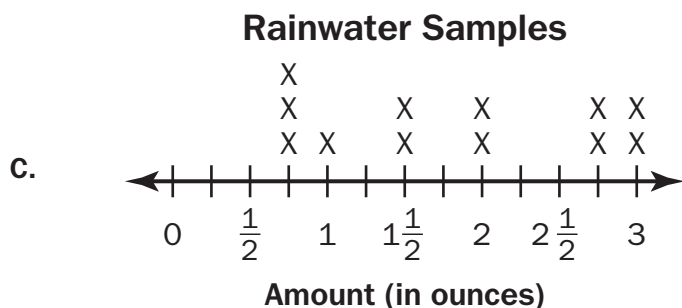
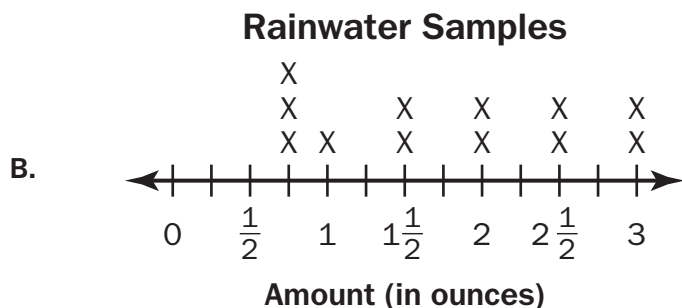
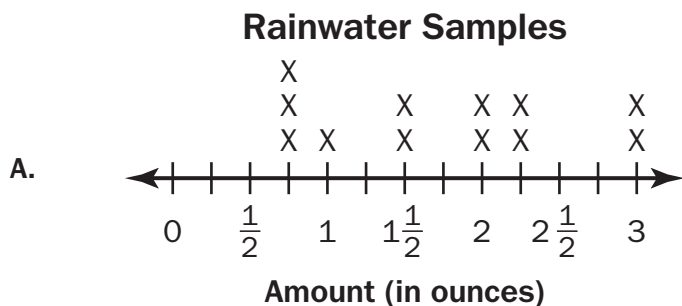
Selected-Response: 1 point

Students at a school collected samples of rainwater at different locations outside the school. The table shows the amounts, in ounces, of the different samples collected.

Rainwater Samples

Amount (in ounces)	3	$2\frac{1}{4}$	$1\frac{1}{2}$	$\frac{3}{4}$	2	$1\frac{1}{2}$	3	2	$2\frac{1}{4}$	$\frac{3}{4}$	$\frac{3}{4}$	1
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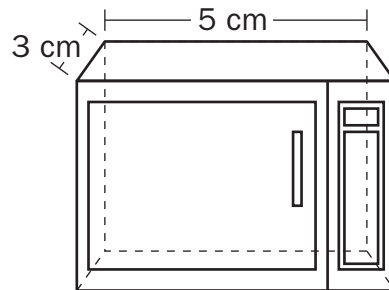
Which line plot represents the data in this table?



## Item 7

Selected-Response: 1 point

The picture shows a microwave oven in a dollhouse.



Note: The figure is not drawn to scale.

$$\text{Volume} = Bh$$
$$B = \text{Area of the base}$$

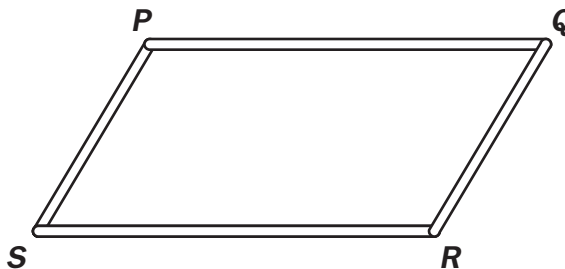
The volume of this microwave oven is  $60 \text{ cm}^3$ .

What is the height of this microwave oven?

- A. 2 cm
- B. 4 cm
- C. 45 cm
- D. 52 cm

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

Tony uses two short straws and two long straws to form the figure shown.



Replacing the straw from *P* to *Q* with a shorter straw, Tony creates a new figure. Which of these could be Tony's new figure?

- A. square
- B. rhombus
- C. trapezoid
- D. rectangle

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

Which expression represents the calculation “subtract 7 and 1, then divide by 3”?

- A.  $7 - 1 \div 3$
- B.  $3 \div (7 - 1)$
- C.  $(7 - 1) \div 3$
- D.  $7 - (1 \div 3)$

**Part B**

Which description is equivalent to  $5 + (4 \times 2)$ ?

- A. add 5 and 4, then multiply by 2
- B. multiply 4 by 2, then add 5
- C. multiply 5 by 2, then add 4
- D. add 4 and 2, then multiply by 5



**Item 10**

**Technology-Enhanced:** 2 points

The mass of a quarter to be 5.67 grams and the mass of a half-dollar coin to be 11.34 grams.

**Part A**

Select TWO numbers that when rounded to the hundredths place will each make the inequality shown true.

$$5.67 < \underline{\hspace{1cm}}$$

- A. 5.609
- B. 5.762
- C. 5.665
- D. 5.098
- E. 5.677
- F. 5.045

**Part B**

Which number when rounded to the nearest tenth is less than 11.34 rounded to the nearest tenth?

- A. 11.361
- B. 11.283
- C. 11.347
- D. 11.249

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

Greg wants to rent a warehouse to store his company's lumber. The warehouse must have a volume of at least 5,000 cubic meters but no more than 8,000 cubic meters.

Select **THREE** sets of dimensions that meet Greg's requirements for the volume of a warehouse.

$$(V = l \times w \times h)$$

- A. 20 meters wide, 15 meters long, 13 meters high
- B. 18 meters wide, 18 meters long, 15 meters high
- C. 25 meters wide, 20 meters long, 15 meters high
- D. 22 meters wide, 28 meters long, 10 meters high
- E. 30 meters wide, 20 meters long, 15 meters high
- F. 35 meters wide, 15 meters long, 15 meters high

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

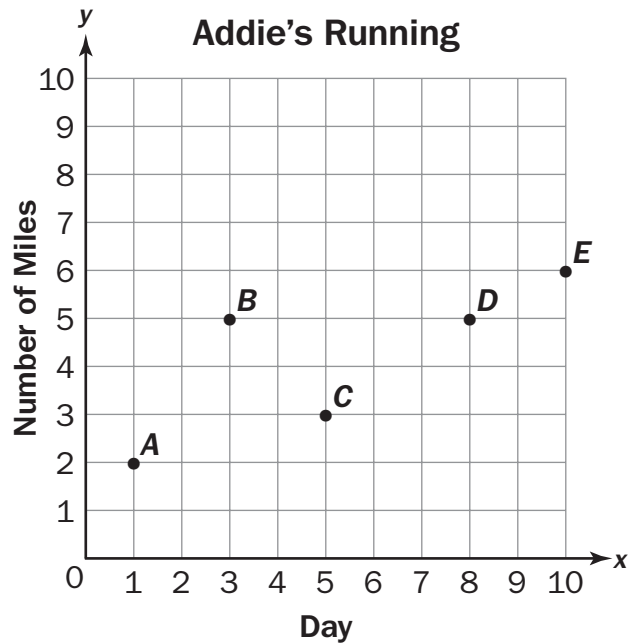
The hardware store is  $\frac{5}{8}$  mile from Sara's house. She walks  $\frac{1}{3}$  of the way from her house to the hardware store and then turns around and walks back home.

What distance, in miles, does Sara walk? Explain each step in the process for finding the distance Sara walks. Write your answer on the lines in the space provided.

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

Addie is beginning a running program. She tracks the number of miles she runs 5 different days during a 10-day period.



**Part A:** What is the number of miles represented by point A?

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**Part B:** Which point represents day 5, when Addie ran 3 miles?

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**Part C:** During the 10-day period, Addie ran 5 days. Describe the distance Addie ran on those 5 days.

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## MATHEMATICS ADDITIONAL SAMPLE ITEM KEYS

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
1	MGSE5.OA.3	2	D	The correct answer is choice (D). For each input, Output A is twice that value, and Output B is twice the value of Output A. Choices (A), (B), and (C) are incorrect because they are true for Input 1 only.
2	MGSE5.NBT.3b	1	B	The correct answer is choice (B) 4.6. The ones digits are equal. The tenths digit in 4.6 is 6. The tenths digit in 4.506 is 5. Since $5 < 6$ , $4.506 < 4.6$ . Choices (A) and (D) are incorrect because they do not consider all of the digits. Choice (C) is incorrect because it does not consider that the inequality indicates less than.
3	MGSE5.NBT.4	1	D	The correct answer is choice (D) 0.25. The digit in the thousandths place is greater than 5, so round up to the next hundredth by increasing the digit in the hundredths place by 1. Choice (A) is incorrect because it rounds the hundredths place down instead of up. Choices (B) and (C) are incorrect because they write the decimal to the thousandths place.
4	MGSE5.NF.2	2	D	The correct answer is choice (D) $\frac{16}{20}$ . The common denominator of 5 and 20 is 20. Write each fraction with the common denominator and add the numerators: $\frac{12}{20} + \frac{4}{20} = \frac{16}{20}$ . Choice (A) is incorrect because it is the fraction of the farm that is not covered by the pumpkin or corn. Choice (B) is incorrect because it the result of adding the numerators and denominators. Choice (C) is incorrect because it is the result of adding the first numerator to the second denominator and keeping the second denominator.
5	MGSE5.NF.7a	2	B	The correct answer is choice (B) $\frac{1}{2} \div 4$ . Choice (A) is incorrect because it divides the number of beakers by the amount of solution in each beaker. Choice (C) is incorrect because it multiplies the number of beakers by the total amount of solution. Choice (D) is incorrect because it multiplies the amount of solution in each beaker by the number of beakers.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
6	MGSE5.MD.2	2	A	The correct answer is choice (A). In the data set, the value $\frac{3}{2}$ appears 3 times; the value 1 appears 1 time; the value $1\frac{1}{2}$ appears 2 times; the value 2 appears 2 times; the value $2\frac{1}{4}$ appears 2 times; and the value 3 appears 2 times. Each value is represented by the correct number of Xs in the line plot in Choice (A). Choices (B), (C), and (D) are incorrect because they do not show the correct number of Xs above each number on the number line.
7	MGSE5.MD.5b	2	B	The correct answer is choice (B) 4 cm. The area of the base is $(3 \text{ cm})(5 \text{ cm}) = 15$ square centimeters. The volume of the microwave is 60 cubic centimeters. Since $V = Bh$ , $h = \frac{V}{B} = \frac{60}{15} = 4 \text{ cm}$ . Choice (A) is incorrect because it is the difference between the length and width of the microwave. Choice (C) is incorrect because it is the result of subtracting the area of the base from the volume. Choice (D) is incorrect because it is the result of subtracting the sum of the length and width from the volume.
8	MGSE5.G.4	2	C	The correct answer is choice (C) trapezoid. Choices (A) and (B) are incorrect because the four straws are not the same length. Choice (D) is incorrect because only two of the straws are the same length.
9	GSE-1: 5.OA.2	2	Part A: C Part B: B	See scoring rubric on page 70.
10	GSE-1: 5.NBT.4	2	Part A: B/E Part B: D	See scoring rubric on page 71.
11	GSE-1: 5.MD.5b	2	C/D/F	See scoring rubric on page 72.
12	MGSE5.NF.6	2	N/A	See scoring rubric and exemplar responses on page 73.
13	MGSE5.G.2	3	N/A	See scoring rubric and exemplar responses beginning on page 74.

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

<b>Points</b>	<b>Description</b>
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"><li>• A score of 2 indicates complete understanding of how to write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.</li><li>• The student determines that the correct answer for Part A is Choice (C). AND</li><li>• The student determines that the correct answer for Part B is Choice (B).</li></ul>
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"><li>• A score of 1 indicates a partial understanding of how to write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.</li><li>• The student determines that the correct answer for Part A is Choice (C). OR</li><li>• The student determines that the correct answer for Part B is Choice (B).</li></ul>
0	<p>The response achieves the following:</p> <ul style="list-style-type: none"><li>• A score of 0 indicates limited to no understanding of how to write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.</li></ul>

## Item 10

## Scoring Rubric

Points	Description
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"><li>• A score of 2 indicates a complete understanding of how to use place value to round decimals up to the hundredths' place.</li><li>• The student determines that the correct answers for Part A are Choice (B) and Choice (E).</li></ul> <p>AND</p> <ul style="list-style-type: none"><li>• The student determines that the correct answer for Part B is Choice (D).</li></ul>
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"><li>• A score of 1 indicates a partial understanding of how to use place value to round decimals up to the hundredths' place.</li><li>• The student determines that the correct answers for Part A are Choice (B) and Choice (E).</li></ul> <p>OR</p> <ul style="list-style-type: none"><li>• The student determines that the correct answer for Part B is Choice (D).</li></ul>
0	<p>The response achieves the following:</p> <ul style="list-style-type: none"><li>• A score of 0 indicates limited to no understanding of how to use place value to round decimals up to the hundredths' place.</li></ul>

## Item 11

## Scoring Rubric

Points	Description
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"><li>• A score of 2 indicates complete understanding of how to relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume.</li><li>• The student selects Choice (C), Choice (D), and Choice (F).</li></ul>
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"><li>• A score of 1 indicates a partial understanding of how to relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume.</li><li>• The student selects Choice (C) and Choice (D), with or without an additional incorrect answer. OR</li><li>• The student selects Choice (C) and Choice (F), with or without an additional incorrect answer. OR</li><li>• The student selects Choice (D) and Choice (F), with or without an additional incorrect answer.</li></ul>
0	<p>The response achieves the following:</p> <ul style="list-style-type: none"><li>• A score of 0 indicates limited to no understanding of how to relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume.</li><li>• The student selects Choice (C), with or without any additional incorrect answers. OR</li><li>• The student selects Choice (D), with or without any additional incorrect answers. OR</li><li>• The student selects Choice (F), with or without any additional incorrect answers. OR</li><li>• The student does not select any correct answers.</li></ul>



## Item 12

## Scoring Rubric

Points	Description
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>• Response demonstrates a complete understanding of multiplication of fractions as applied to real-world problems.</li> <li>• Give 2 points for a correct response and a valid process.               <ul style="list-style-type: none"> <li>• Response is correct and complete.</li> <li>• Response shows application of a reasonable and relevant strategy.</li> </ul> </li> <li>• Mathematical ideas are expressed coherently through a clear, complete, logical, and fully developed response using words, calculations, and/or symbols as appropriate.</li> </ul>
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>• Response demonstrates a partial understanding of multiplication of fractions as applied to real-world problems.</li> <li>• Give 1 point for a correct response but no valid process or a calculation mistake made in an otherwise correct process.               <ul style="list-style-type: none"> <li>• Response is mostly correct, but contains either a computation error or an unclear or incomplete explanation.</li> <li>• Response shows application of a relevant strategy, though it may be only partially applied or remain unexplained.</li> </ul> </li> <li>• Mathematical ideas are expressed only partially using words, calculations, and/or symbols as appropriate.</li> </ul>
0	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>• The response demonstrates no understanding of multiplication of fractions as applied to real-world problems.</li> <li>• 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 Response

Points Awarded	Sample Response
2	Five-twelfths mile. Multiply one-third by 2. This equals two-thirds. Multiply two-thirds by five-eighths. This equals ten twenty-fourths (which is equivalent to five-twelfths). Or other valid explanation or work.
1	Five-twelfths mile
0	<i>Response is irrelevant, inappropriate, or not provided.</i>

## Item 13

## Scoring Rubric

Points	Description
4	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>The response demonstrates a complete understanding of representing real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane and interpreting coordinate values of points in the context of the situation.</li> <li>Give 4 points for 4 parts answered correctly. <ul style="list-style-type: none"> <li>Response is correct and complete.</li> <li>Response shows application of a reasonable and relevant strategy.</li> </ul> </li> <li>Mathematical ideas are expressed coherently through a clear, complete, logical, and fully developed response using words, calculations, and/or symbols as appropriate.</li> </ul>
3	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>The response demonstrates a good understanding of representing real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane and interpreting coordinate values of points in the context of the situation.</li> <li>Give 3 points for 3 parts A and B correctly and part of C correctly OR part A or B correctly and all of C correctly. <ul style="list-style-type: none"> <li>Response is mostly correct, but contains either a computation error or an unclear or incomplete explanation.</li> <li>Response shows application of a relevant strategy, though it may be only partially applied or remain unexplained.</li> </ul> </li> <li>Mathematical ideas are expressed only partially using words, calculations, and/or symbols as appropriate.</li> </ul>
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>The response demonstrates a partial understanding of representing real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane and interpreting coordinate values of points in the context of the situation.</li> <li>Give 2 points for Part A and Part B correctly OR Part C correctly OR Part A or B correctly AND Part C partially correct OR any variation. <ul style="list-style-type: none"> <li>Response is only partially correct.</li> <li>Response shows application of a relevant strategy, though it may be only partially applied or remain unexplained.</li> </ul> </li> <li>Mathematical ideas are expressed only partially using words, calculations, and/or symbols as appropriate.</li> </ul>

Points	Description
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>The response demonstrates a limited understanding of representing real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane and interpreting coordinate values of points in the context of the situation.</li> <li>Give 1 point for 1 part answered correctly. <ul style="list-style-type: none"> <li>Response is only partially correct.</li> <li>Response shows incomplete or inaccurate application of a relevant strategy.</li> </ul> </li> <li>Mathematical ideas are expressed only partially using words, calculations, and/or symbols as appropriate.</li> </ul>
0	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>The response demonstrates no understanding of representing real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane and interpreting coordinate values of points in the context of the situation. <ul style="list-style-type: none"> <li>Response shows no application of a strategy.</li> </ul> </li> <li>Mathematical ideas cannot be interpreted or lack sufficient evidence to support even a limited understanding.</li> </ul>

### Exemplar Response

Points Awarded	Sample Response
4	Part A: 2 Part B: C Part C: On day 1, Addie ran 2 miles. On days 3 and 8, she ran 5 miles. On day 5, she ran 3 miles. On day 10, she ran 6 miles. OR other valid response
3	Part A: (1, 2) Part B: C Part C: Addie ran 6 miles on day 10.
2	Part A: (1, 2) Part B: C
1	Part A: (1, 2)
0	<i>Response is irrelevant, inappropriate, or not provided.</i>

## SCIENCE

### DESCRIPTION OF TEST FORMAT AND ORGANIZATION

The Georgia Milestones Science EOG assessment is primarily a criterion-referenced test, designed to provide information about how well a student has mastered the grade-level state-adopted content standards in Science. Each student will receive one of four Achievement Level designations, depending on how well the student has mastered the content standards. The four Achievement Level designations are Beginning Learner, Developing Learner, Proficient Learner, and Distinguished Learner. In addition to criterion-referenced information, the Georgia Milestones measures will also include a limited sample of nationally norm-referenced items to provide a signal of how Georgia students are achieving relative to their peers nationally. The norm-referenced information provided is supplementary to the criterion-referenced Achievement Level designation and will not be utilized in any manner other than to serve as a barometer of national comparison. Only the criterion-referenced scores and Achievement Level designations will be utilized in the accountability metrics associated with the assessment program (such as student growth measures, educator-effectiveness measures, or the CCRPI).

The Grade 5 Science EOG assessment consists of both operational items (contribute to a student's criterion-referenced and/or norm-referenced score) and field test items (newly written items that are being tried out and do not contribute to the student's score). A subset of the norm-referenced operational items have been verified as aligned to the course content standards by Georgia educators and will also contribute to the criterion-referenced score and Achievement Level designation. The other norm-referenced items will contribute only to the national percentile rank, which is provided as supplemental information.

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

The table on the following page outlines the number and types of items included on the Grade 5 Science EOG assessment.

### 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	45	45	0
NRT Selected-Response Items	20 <sup>3</sup>	10 <sup>4</sup>	20
CR Field Test Items	10	0	0
<b>Total Items/Points<sup>5</sup></b>	<b>75</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, 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 75 total items, 55 items contribute to the CR score, for a total of 55 points; 20 total items contribute to NRT feedback, for a total of 20 points.

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

## CONTENT MEASURED

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

The content of the assessment is organized into three groupings, or domains, of standards for the purposes of providing feedback on student performance. A content domain is a reporting category that *broadly* describes and defines the content of the course, as measured by the EOG assessment. The standards for Grade 5 Science are grouped into three domains: Earth Science, Physical Science, and Life Science. Each domain was created by organizing standards that share similar content characteristics. The content standards describe the level of expertise that Grade 5 Science educators should strive to develop in their students. Educators should refer to the content standards for a full understanding of the knowledge, concepts, and skills subject to be assessed on the EOG assessment.

The approximate proportional number of points associated with each domain is shown in the following table. A range of cognitive levels will be represented on the Grade 5 Science EOG assessment. Educators should always use the content standards when planning instruction.

## GRADE 5 SCIENCE: DOMAIN STRUCTURES AND CONTENT WEIGHTS

Domain	Standard	Approximate Weight
Earth Science	S5E1	30%
Physical Science	S5P1 S5P2 S5P3	30%
Life Science	S5L1 S5L2 S5L3 S5L4	40%

## ITEM TYPES

Operational items in the Science portion of the Grade 5 EOG assessment consist of selected-response items. Some items in field-test positions will be technology-enhanced items.

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

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

## SCIENCE DEPTH OF KNOWLEDGE EXAMPLE ITEMS

Example items that represent the applicable DOK levels across various Grade 5 Science content domains are provided.

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

### Example Item 1

**Selected-Response:** 1 point

**DOK Level 1:**

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

**Standard:** S5E1. Students will identify surface features of the Earth caused by constructive and destructive processes. a. Identify surface features caused by constructive processes.

**Which of these landforms is formed by deposition?**

- A. a mountain near a lake
- B. a canyon between two cliffs
- C. a delta near the mouth of a river
- D. a pool at the bottom of a waterfall

**Correct Answer:** C

**Explanation of Correct Answer:** The correct answer is choice (C) a delta near the mouth of a river. Deposition is the process by which sediments settle over time. As a river flows into a larger water body, the river slows. This allows sediments in the water to sink to the ground. Over time, the sediments build up to form a delta. Choice (A) is incorrect because a mountain is formed by the movement of Earth's tectonic plates. Choice (B) is incorrect because a canyon is typically formed through erosion: as a river flows across the land, its water picks up and carries away sediments. Choice (D) is incorrect because deposition refers to the settling of sediments, not the pooling of water.

**Example Item 2****Selected-Response:** 1 point**DOK Level 2:****Science Grade 5 Content Domain:** Earth Science

**Standard:** S5E1. Students will identify surface features of the Earth caused by constructive and destructive processes. c. Relate the role of technology and human intervention in the control of constructive and destructive processes. Examples include, but are not limited to

- Seismological studies,
- Flood control, (dams, levees, storm drain management, etc.)
- Beach reclamation (Georgia coastal islands)

**Scientists can use instruments to predict the likelihood of a volcanic eruption.**

**Why would scientists MOST LIKELY want to predict the likelihood of a volcanic eruption?**

- A. to study weather changes
- B. to warn people who live nearby
- C. to protect nearby houses and buildings
- D. to estimate the amount of lava that will flow

**Correct Answer:** B

**Explanation of Correct Answer:** The correct answer is choice (B) to warn people who live nearby. When a volcano erupts, it may release molten rock, or lava, and thick clouds of ash. These substances pose great risks to people living nearby. Choices (A) and (D) are incorrect because the timing of an eruption is unrelated to weather in the region or to the amount of lava that will flow from the volcano. Choice (C) is incorrect because there is little that scientists can do to protect buildings from flowing lava.



### Example Item 3

**Selected-Response:** 1 point

**DOK Level 2:**

**Science Grade 5 Content Domain:** Life Science

**Standard:** S5L3. Students will diagram and label parts of various cells (plant, animal, single-celled, multi-celled). c. Explain how cells in multi-celled organisms are similar and different in structure and function to single-celled organisms.

**A scientist uses a microscope to compare tiny multi-celled and single-celled organisms.**

**Which statement about multi-celled and single-celled organisms is true?**

- A. Multi-celled organisms can reproduce, but single-celled organisms cannot.
- B. Multi-celled organisms have cell membranes, but single-celled organisms do not.
- C. Multi-celled organisms can move within their environment, but single-celled organisms cannot.
- D. Multi-celled organisms have different cells for different jobs, but single-celled organisms do not.

**Correct Answer:** D

**Explanation of Correct Answer:** The correct answer is choice (D) Multi-celled organisms have different cells for different jobs, but single-celled organisms do not. A single-celled organism consists of only one cell that can perform all the necessary life functions. In contrast, multi-celled organisms have cells that have adapted to perform specific functions. Choices (A) and (C) are incorrect because both single-celled and multi-celled organisms can reproduce and move within their environments. Choice (B) is incorrect because all cells have cell membranes.

### Example Item 4

**Selected-Response:** 1 point

**DOK Level 3:**

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

**Standard:** S5P2. Students will explain the difference between a physical change and a chemical change. c. Investigate the properties of a substance before, during, and after a chemical reaction to find evidence of change.

**A group of students is performing an experiment in science class. The students drop an antacid tablet into a glass of water. The antacid tablet begins to dissolve and bubbles start to form.**

**Which would MOST LIKELY explain why bubbles are formed?**

- A.** The antacid tablet is chemically changing because gas is being released.
- B.** The antacid tablet is chemically changing because a solid is changing shape.
- C.** The antacid tablet is physically changing because the water becomes cloudy.
- D.** The antacid tablet is physically changing because the water is getting very warm.

**Correct Answer:** A

**Explanation of Correct Answer:** The correct answer is choice (A) The antacid tablet is chemically changing because gas is being released. The antacid tablet consists of certain chemicals that react with the chemicals in the water. As a result of this reaction, new substances form; some of these new substances take the form of gas that bubbles out of solution. Choice (B) is incorrect because a change of shape is an example of a physical change, not a chemical change. Choices (C) and (D) are incorrect because the release of gas bubbles is a sign of a chemical change. In addition, the change in shape of the antacid table is not caused by the water becoming cloudy or getting very warm.

## Example Item 5

**Selected-Response:** 1 point

**DOK Level 3:**

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

**Standard:** S5P3. Students will investigate the electricity, magnetism, and their relationship. d. Compare a bar magnet to an electromagnet.

**A scientist is going to conduct research in the forest. She will bring a magnet as one of her research supplies.**

**Which magnet would be BEST for the scientist to bring on her trip to the forest and why?**

- A. a bar magnet because it has two different poles
- B. an electromagnet because its strength is constant
- C. a bar magnet because it does not need a power source
- D. an electromagnet because it can attract more materials

**Correct Answer:** C

**Explanation of Correct Answer:** The correct answer is choice (C) a bar magnet because it does not need a power source. In the forest, the scientist may not have access to a source of electricity, but she can use a bar magnet regardless. Choice (A) is incorrect because all magnets have two different poles. Choice (B) is incorrect because an electromagnet's strength depends on the current that flows through it. Choice (D) is incorrect because an electromagnet may be stronger than a bar magnet, but it does not attract more materials.

## SCIENCE ADDITIONAL SAMPLE ITEMS

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

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

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

A student grouped his classmates based on certain characteristics. The table shows the characteristic used to describe each group.

**Student Characteristics**

Group	Characteristic
1	Tall height
2	Brown eyes
3	Ride bicycles
4	Like spaghetti

Which two groups are described by an inherited characteristic?

- A. Group 1 and Group 2
- B. Group 1 and Group 4
- C. Group 2 and Group 3
- D. Group 3 and Group 4

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

Microorganisms were discovered after the microscope was invented in the 1600s. Since then scientists have found ways that microorganisms can be harmful.

Which of these describes one way that some microorganisms are harmful?

- A. They are used to make certain types of food.
- B. They are used to make certain fuels for energy.
- C. They cause diseases that can be spread to others.
- D. They break down waste matter in the environment.

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

A student walks on a carpet while wearing a pair of rubber shoes. He touches a metal doorknob and feels a small shock.

Which of these **BEST** explains what causes the student to experience the shock?

- A. the flow of energy due to gravity acting on the pair of shoes
- B. the flow of charges due friction between the carpet and the pair of shoes
- C. the flow of charges due to friction between the student's fingers and the doorknob
- D. the flow of heat due to a difference in temperature between the student's fingers and the doorknob

**Item 4****Selected-Response:** 1 point

A group of students investigated physical and chemical changes using paper. The students recorded their observations in a table.

Student	Folding	Burning	Cutting	Tearing
1	Physical	Chemical	Chemical	Physical
2	Chemical	Physical	Chemical	Chemical
3	Physical	Physical	Physical	Chemical
4	Physical	Chemical	Physical	Physical

Which student correctly recorded all the changes that took place?

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

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

The table shows data collected by a scientist about two geologic processes.

**Geologic Processes**

Process	Rate of Increase in Thickness of Earth's Surface	Amount of Heat Produced
1	Fast	A lot
2	Slow	Very little

Which processes are **MOST LIKELY** described in the table?

- A. Process 1 is a volcanic eruption, and Process 2 is deposition.
- B. Process 1 is deposition, and Process 2 is a volcanic eruption.
- C. Process 1 is a volcanic eruption, and Process 2 is an earthquake.
- D. Process 1 is an earthquake, and Process 2 is a volcanic eruption.

**Item 6****Selected-Response:** 1 point

A student reads that electromagnets are used in devices such as car motors and toasters.

Which of these **BEST** describes why electromagnets are used in these devices instead of bar magnets?

- A. Electromagnets are permanent magnets.
- B. Electromagnets can be turned on and off.
- C. Electromagnets last longer than bar magnets.
- D. Electromagnets are usually smaller than bar magnets.

**Item 7**

**Selected-Response:** 1 point

**A dam constructed on a river can store large amounts of water behind it.**

**Which of these describes another reason for building a dam?**

- A.** Dams help prevent forest fires.
- B.** Dams help prevent floods near rivers.
- C.** Dams help prevent erosion along riverbanks.
- D.** Dams help prevent pollution from getting into rivers.

**Item 8**

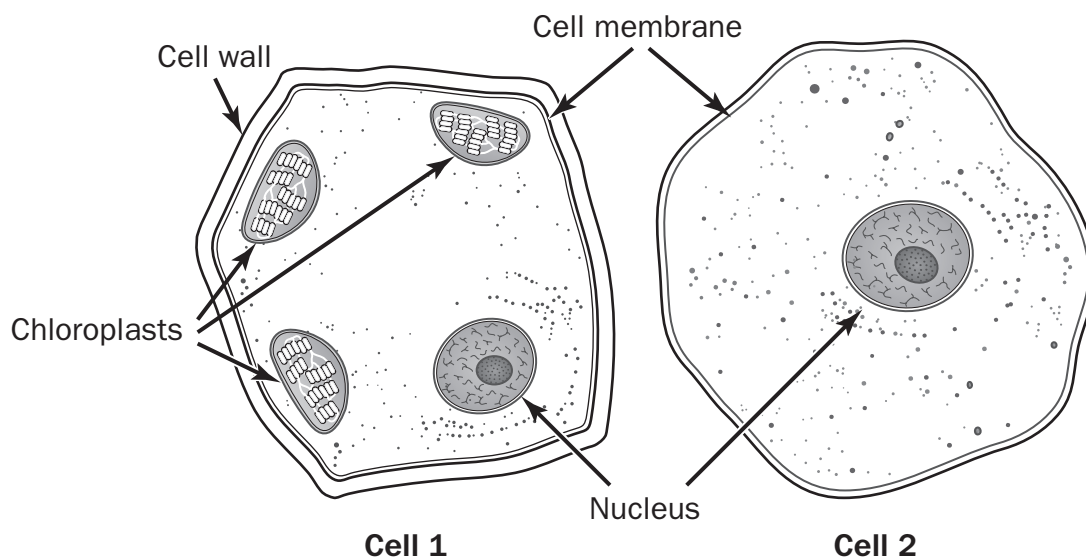
**Selected-Response:** 1 point

**A student went to a river in the mountains and observed that some rocks were smooth and round, while others were rough and jagged. She noticed that the rocks were all made from the same type of mineral.**

**Which of these BEST explains the student's observations?**

- A.** The rough, jagged rocks are from a volcanic eruption far away.
- B.** The rough, jagged rocks were blown into the water by wind erosion.
- C.** The smooth, round rocks are much newer than the rough, jagged rocks.
- D.** The smooth, round rocks have been weathered longer than the rough, jagged rocks.



**Item 9****Selected-Response:** 1 point**Four students examined the cells shown.****Each student made an observation about one of the cells.****Student 1: Cell 1 is a plant cell because it has a cell wall.****Student 2: Cell 2 is an animal cell because it has a nucleus.****Student 3: Cell 1 is a plant cell because it has chloroplasts.****Student 4: Cell 2 is an animal cell because it has a cell membrane.****Which students are correct?**

- A. Student 1 and Student 2
- B. Student 2 and Student 3
- C. Student 1 and Student 3
- D. Student 2 and Student 4

**Item 10****Selected-Response:** 1 point

A teacher takes his class on a field trip to a park to study plants and sort them into groups. The students create a table that contains their observations about each plant. One plant, labeled X, is unknown.

Plant	Amount of Light for Best Growth	Method of Reproduction	Height (in centimeters)	Soil Conditions
1	Sunny	Spores	61	Damp
2	Sunny	Seeds	914	Wet
3	Sunny	Seeds	4	Dry
4	Shady	Seeds	46	Damp
X	Shady	Spores	3	Wet

Based on the information in the table, which plant is **MOST LIKELY** related to Plant X?

- A. Plant 1 because both plants makes spores
- B. Plant 2 because both plants grow in wet soil
- C. Plant 3 because both plants are short
- D. Plant 4 because both plants grow in the shade

## SCIENCE ADDITIONAL SAMPLE ITEM KEYS

Item	Standard/ Element	Characteristics of Science	DOK Level	Correct Answer	Explanation
1	S5L2a	S5CS8a	2	A	The correct answer is choice (A) Group 1 and Group 2. A person's height and eye color are determined by genes that the person inherits from his or her parents. Choices (B) and (D) are incorrect because genes do not determine whether a person likes spaghetti (Group 4). Choice (C) is incorrect because genes do not determine whether a person rides bicycles (Group 3).
2	S5L4b	S5CS7b	2	C	The correct answer is choice (C) They cause diseases that can be spread to others. Microorganisms that cause contagious diseases include the bacteria that cause pneumonia, the fungi that cause athlete's foot, and the protozoa that cause malaria; many people also consider viruses microorganisms. Choices (A), (B), and (D) are incorrect because these statements describe ways that microorganisms can help people.
3	S5P3a	S5CS1c	2	B	The correct answer is choice (B) the flow of charges due to friction between the carpet and the pair of shoes. As the person walks across the carpet, the resulting friction causes charges to build up as static electricity. When the person touches the metal doorknob, the charges are released, causing a shock and possibly a spark. Choice (A) is incorrect because gravity is an attractive force between objects with mass; it does not cause electric charges to build up in an object. Choice (C) is incorrect because friction is the force that causes electric charges to build up as the person walks across the carpet; contact with the metal doorknob releases those charges. Choice (D) is incorrect because heat is generated by vibrating particles; these vibrations do not cause electric charges to build up in an object.

Item	Standard/ Element	Characteristics of Science	DOK Level	Correct Answer	Explanation
4	S5P2a	S5CS8a	2	D	The correct answer is choice (D) Student 4. Folding, cutting, and tearing are physical changes; they do not involve chemical reactions that produce new substances. Burning is a chemical change; the chemical composition of the paper changes as it burns. Choice (A) is incorrect because cutting is a physical change. Choice (B) is incorrect because Student 2 has misidentified each change. Choice (C) is incorrect because burning is a chemical change and tearing is a physical change.
5	S5E1a	S5CS4a	3	A	The correct answer is choice (A) Process 1 is a volcanic eruption, and Process 2 is deposition. During a volcanic eruption, molten rock flows from beneath Earth's surface to Earth's surface, rapidly increasing the thickness of the surface while producing lots of heat. During deposition, sediments settle to Earth's surface, slowly increasing the thickness of the surface while producing very little heat. Choice (B) is incorrect because Processes 1 and 2 have been reversed. Choices (C) and (D) are incorrect because earthquakes do not modify the thickness of the Earth's surface.
6	S5P3d	S5CS1c	2	B	The correct answer is choice (B) Electromagnets can be turned on and off. Running electricity through an electromagnet creates an attractive force that helps the device to perform work. When the work has been performed and the attractive force is no longer needed, the electricity can be turned off. Choice (A) is incorrect because electromagnets are temporary magnets. Choice (C) is incorrect because electromagnets do not necessarily last longer than bar magnets. Choice (D) is incorrect because electromagnets and bar magnets each come in many different sizes.

Item	Standard/ Element	Characteristics of Science	DOK Level	Correct Answer	Explanation
7	S5E1c	S5CS4a	2	B	The correct answer is choice (B) Dams help prevent floods near rivers. The dam interrupts and allows people to control the flow of a river. Choice (A) is incorrect because dams have nothing to do with forest fires. Choice (C) is incorrect because a dam can increase erosion downstream of the dam by depriving riverbanks of new sediments. Choice (D) is incorrect because dams can cause or exacerbate water pollution by changing the temperature, composition, and quality of the water upstream and downstream of the dam.
8	S5E1b	S5CS8a	2	D	The correct answer is choice (D) The smooth, round rocks have been weathered longer than the rough, jagged rocks. Over time, weathering agents such as wind and moving water wear away jagged or protruding edges from rocks. The longer a rock is exposed to these agents, the smoother and rounder it becomes. Choice (A) is incorrect because volcanic eruptions are more likely to spew ash than rocks great distances. Choice (B) is incorrect because wind is no more likely to blow jagged rocks than smooth rocks. Choice (C) is incorrect because the opposite is likely true: the smooth, round rocks are older and thus have been weathered longer.
9	S5L3b	S5CS4b	2	C	The correct answer is choice (C) Student 1 and Student 3. Plant cells have cell walls and chloroplasts, but animal cells do not. Choices (A), (B), and (D) are incorrect because both plant cells and animal cells have nuclei and cell membranes.
10	S5L1b	S5CS8a	2	A	The correct answer is choice (A) Plant 1 because both plants make spores. Choice (B) is incorrect because soil conditions are not used to assign plants into groups. Choice (C) is incorrect because plant height is different at different times in the life cycle. Choice (D) is incorrect because amount of light needed is less important than method of reproduction in assigning plants into groups.

## **SOCIAL STUDIES**

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

The Georgia Milestones Social Studies EOG assessment is primarily a criterion-referenced test, designed to provide information about how well a student has mastered the grade-level state-adopted content standards in Social Studies. Each student will receive one of four Achievement Level designations, depending on how well the student has mastered the content standards. The four Achievement Level designations are Beginning Learner, Developing Learner, Proficient Learner, and Distinguished Learner. In addition to criterion-referenced information, the Georgia Milestones measures will also include a limited sample of nationally norm-referenced items to provide a signal of how Georgia students are achieving relative to their peers nationally. The norm-referenced information provided is supplementary to the criterion-referenced Achievement Level designation and will not be utilized in any manner other than to serve as a barometer of national comparison. Only the criterion-referenced scores and Achievement Level designations will be utilized in the accountability metrics associated with the assessment program (such as student growth measures, educator-effectiveness measures, or the CCRPI).

The Grade 5 Social Studies EOG assessment consists of both operational items (contribute to a student's criterion-referenced and/or norm-referenced score) and field test items (newly written items that are being tried out and do not contribute to the student's score). A subset of the norm-referenced operational items have been verified as aligned to the course content standards by Georgia educators and will also contribute to the criterion-referenced score and Achievement Level designation. The other norm-referenced items will contribute only to the national percentile rank, which is provided as supplemental information.

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

The table on the following page outlines the number and types of items included on the Grade 5 Social Studies EOG assessment.

### 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	46	46	0
NRT Selected-Response Items	20 <sup>3</sup>	9 <sup>4</sup>	20
CR Field Test Items	9	0	0
<b>Total Items/Points<sup>5</sup></b>	<b>75</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, 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 75 total items, 55 items contribute to the CR score, for a total of 55 points; 20 total items contribute to NRT feedback, for a total of 20 points.

The test will be given in two sections. Students may have up to 70 minutes per section to complete Sections 1 and 2. The total estimated testing time for the Grade 5 Social Studies EOG assessment ranges from approximately 90 to 140 minutes. Total testing time describes the amount of time students have to complete the assessment. It does not take into account the time required for the test examiner to complete pre-administration and post-administration activities (such as reading the standardized directions to students). Sections 1 and 2 must be scheduled such that both will be completed in a single day or over the course of two consecutive days (one section each day) and should be completed within the same week following the district's testing protocols for the EOG measures (in keeping with state guidance).

## CONTENT MEASURED

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

The content of the assessment is organized into four groupings, or domains, of standards for the purposes of providing feedback on student performance. A content domain is a reporting category that *broadly* describes and defines the content of the course, as measured by the EOG assessment. The standards for Grade 5 Social Studies are grouped into four domains: History, Geography, Government/Civics, and Economics. Each domain was created by organizing standards that share similar content characteristics. The content standards describe the level of expertise that Grade 5 Social Studies educators should strive to develop in their students. Educators should refer to the content standards for a full understanding of the knowledge, concepts, and skills subject to be assessed on the EOG assessment.

The approximate proportional number of points associated with each domain is shown in the following table. A range of cognitive levels will be represented on the Grade 5 Social Studies EOG assessment. Educators should always use the content standards when planning instruction.

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

Domain	Standard	Approximate Weight
History	SS5H1      SS5H6 SS5H2      SS5H7 SS5H3      SS5H8 SS5H4      SS5H9 SS5H5	50%
Geography	SS5G1 SS5G2	15%
Government/Civics	SS5CG1 SS5CG2 SS5CG3	20%
Economics	SS5E1 SS5E2 SS5E3 SS5E4	15%

## ITEM TYPES

Operational items in the Social Studies portion of the Grade 5 EOG consist of selected-response items. Some items in field-test positions will be technology-enhanced items.

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

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



## SOCIAL STUDIES DEPTH OF KNOWLEDGE EXAMPLE ITEMS

Example items that represent the applicable DOK levels across various Grade 5 Social Studies content domains are provided.

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

### Example Item 1

**Selected-Response:** 1 point

**DOK Level 1:**

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

**Standard:** SS5H4. The student will describe U.S. involvement in World War I and post-World War I America. b. Describe the cultural developments and individual contributions in the 1920s of the Jazz Age (Louis Armstrong), the Harlem Renaissance (Langston Hughes), baseball (Babe Ruth), the automobile (Henry Ford), and the airplane (Charles Lindbergh).

**What was Babe Ruth known for in the 1920s?**

- A. being a World War I hero
- B. being a popular jazz musician
- C. being a famous baseball player
- D. being an African American poet

**Correct Answer:** C

**Explanation of Correct Answer:** The correct answer is choice (C) being a famous baseball player. Babe Ruth was a popular outfielder for the New York Yankees in the 1920s. Choices (A), (B), and (D) are incorrect because Ruth was not a war hero, a jazz musician, or an African American poet.

## Example Item 2

**Selected-Response:** 1 point

**DOK Level 2:**

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

**Standard:** SS5H4. The student will describe U.S. involvement in World War I and post-World War I America. a. Explain how German attacks on U.S. shipping during the war in Europe (1914-1917) ultimately led the U.S. to join the fight against Germany; include 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.

**Which of these events caused the United States to join the fight against Germany in World War I?**

- A. the sinking of the *Lusitania*
- B. the attack on the Eastern Front
- C. the signing of the Treaty of Versailles
- D. the assassination of Archduke Franz Ferdinand

**Correct Answer:** A

**Explanation of Correct Answer:** The correct answer is choice (A) the sinking of the *Lusitania*. The British ocean liner *Lusitania* was attacked and sunk by German forces on May 7, 1915, killing more than 1,000 people, including more than 100 Americans. The attack sparked a public outcry in the United States and eventually led to U.S. entry into World War I. Choice (B) is incorrect because, although this event took place during World War I, it did not cause the United States to join the fight. Choice (C) is incorrect because the Treaty of Versailles was a peace treaty that helped end the war. Choice (D) is incorrect because, although this event was the catalyst for World War I, it did not cause the United States to join the fight.

### Example Item 3

**Selected-Response:** 1 point

**DOK Level 2:**

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

**Standard:** SS5CG1. The student will explain how a citizen's rights are protected under the U.S. Constitution. a. Explain the responsibilities of a citizen.

**Which action describes a responsibility of being a United States citizen?**

- A. running for elected office
- B. expressing an opinion freely
- C. serving as a member of a jury
- D. attending weekly religious services

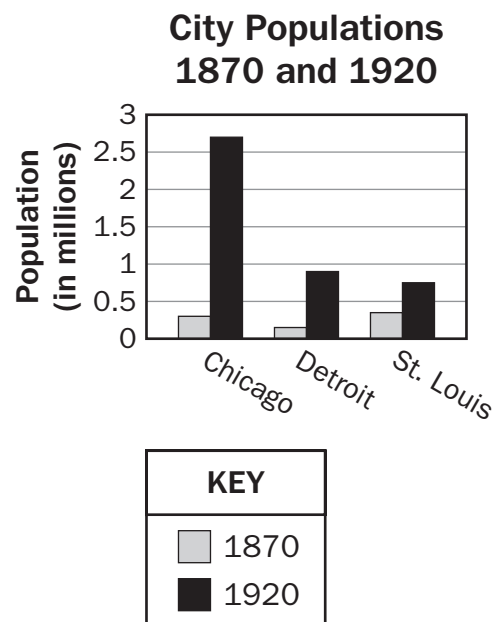
**Correct Answer:** C

**Explanation of Correct Answer:** The correct answer is choice (C) serving as a member of a jury. Serving on a jury is a responsibility of all eligible U.S. citizens. Choices (A), (B), and (D) are incorrect because these are rights that U.S. citizens may choose to exercise but are not required to do so.

**Example Item 4****Selected-Response:** 1 point**DOK Level 3:****Social Studies Grade 5 Content Domain: Geography**

**Standard:** SS5G2. The student will explain the reasons for the spatial patterns of economic activities. b. Locate primary agricultural and industrial locations since the turn of the 20th century and explain how factors such as population, transportation, and resources have influenced these areas.

**Look at the bar graph.**



**Which is a reason the population in these three cities changed between 1870 and 1920?**

- A.** Free farmland was provided to settlers.
- B.** Many men went overseas to fight in wars.
- C.** New industries provided jobs for people.
- D.** Fewer immigrants moved to these areas.

**Correct Answer:** C

**Explanation of Correct Answer:** The correct answer is choice (C) New industries provided jobs for people. The growth of new industries in the United States caused many people to move into cities to work at factories. Choice (A) is incorrect because people moved into urban areas rather than rural areas. Choice (B) is incorrect because soldiers going overseas would not cause a growth in city populations. Choice (D) is incorrect because more immigrants moved to cities.

## Example Item 5

**Selected-Response:** 1 point

**DOK Level 3:**

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

**Standard:** SS5E1. The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events. a. Describe opportunity costs and their relationship to decision-making across time (such as decisions to ration goods during WWII).

**Read the information in the box.**

**Examples of Items Rationed in the  
United States during World War II**

Eggs—One per day allowed  
Shoes—One pair per year allowed  
Meat—Six ounces per day allowed  
Cheese—Four ounces per day allowed  
Gasoline—Four gallons per week allowed

**Which of these describes an opportunity cost of the United States government's decision to ration items during World War II?**

- A.** There were fewer goods available for the public to buy.
- B.** There was a shortage of supplies available to the military.
- C.** It became less expensive for the public to buy most products.
- D.** Companies that produced rationed goods went out of business.

**Correct Answer:** A

**Explanation of Correct Answer:** The correct answer is choice (A) There were fewer goods available for the public to buy. An opportunity cost is the cost or risk of making a certain economic decision. By setting aside items to ration to the public, the government made fewer of those items available to sell to consumers. Choices (B), (C), and (D) are incorrect because they do not describe effects of the government's decision to ration items.

## **SOCIAL STUDIES ADDITIONAL SAMPLE ITEMS**

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

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

**Item 1****Selected-Response:** 1 point**Read the information in the box.**

- automobile
- computers
- Internet

**What was an effect of these technological advancements?**

- A. The quality of goods decreased.
- B. There was an increase in business productivity.
- C. There was an increase in the cost of products.
- D. The number of people who could afford goods decreased.

**Item 2****Selected-Response:** 1 point**Which of these is guaranteed by the Bill of Rights?**

- A. the right to vote
- B. the right to own land
- C. the right to travel between states
- D. the right to petition the government

**Item 3****Selected-Response:** 1 point**Which of these was an accomplishment of the Tennessee Valley Authority?**

- A. It improved tourism by building hotels.
- B. It brought electricity to thousands of people.
- C. It taught workers how to organize unions.
- D. It provided a police force for large urban areas.

**Item 4**

**Selected-Response:** 1 point

**Look at the map.**



**Which body of water is shown by the arrow on the map?**

- A.** the Great Salt Lake
- B.** the Gulf of Mexico
- C.** the Mississippi River
- D.** the Salton Sea

**Item 5**

**Selected-Response:** 1 point

**Which of these was an effect of the Voting Rights Act?**

- A.** It changed the way senators are elected.
- B.** It lowered the age at which people can vote.
- C.** It provided protections for people registering to vote.
- D.** It changed the way the president and vice president are elected.



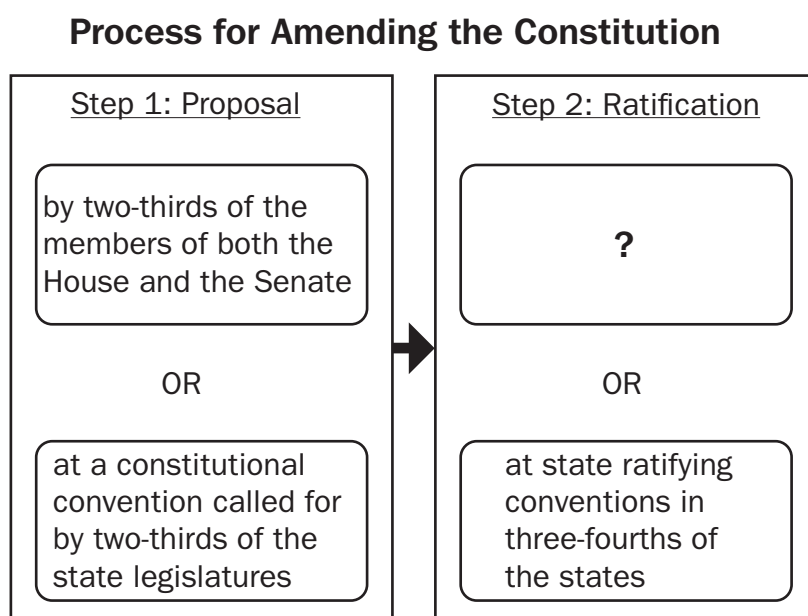
**Item 6****Selected-Response:** 1 point

In 1946, Winston Churchill used the term “Iron Curtain” when describing conditions in Europe. What did he mean by this term?

- A. European nations needed to build more factories.
- B. Peace had finally spread throughout the countries of Europe.
- C. The militaries of Western Europe were becoming too powerful.
- D. There was a division between communist Eastern Europe and Western Europe.

**Item 7****Selected-Response:** 1 point

Look at the chart.



Which of these completes the empty box in the chart?

- A. by the president
- B. by the Supreme Court
- C. by three-fourths of the state legislatures
- D. by three-fourths of the members of both the House and the Senate

### Item 8

**Selected-Response:** 1 point

**Read the information in the box.**

- signed at the end of World War I
- required Germany to pay Allies for damages caused by the war
- required Germany to reduce the size of its military

**Which of these is described in the box?**

- A. the New Deal
- B. the United Nations
- C. the Treaty of Versailles
- D. the North Atlantic Treaty Organization

### Item 9

**Selected-Response:** 1 point

**Read the information in the box.**

“Give me your tired, your poor,  
Your huddled masses yearning to breathe free,  
The wretched refuse of your teeming shore.  
Send these, the homeless, tempest-tost to me,  
I lift my lamp beside the golden door!”

—Excerpt from a poem at the base of the Statue of Liberty  
Written by Emma Lazarus, 1883

**Based on the excerpt, what did America MOST LIKELY represent to most immigrants during the early 1900s?**

- A. a chance to become famous
- B. a way to have personal freedom
- C. a means to receive better housing
- D. an opportunity for government leadership

**Item 10****Selected-Response:** 1 point**Which of these BEST describes the function of private business?**

- A.** to maintain the security of citizens
- B.** to provide services through taxation
- C.** to produce goods and services for the public
- D.** to provide savings and investment opportunities to the public

## SOCIAL STUDIES ADDITIONAL SAMPLE ITEM KEYS

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
1	SS5E1f	2	B	The correct answer is choice (B) There was an increase in business productivity. Technological advancements such as computers and the Internet allowed workers and businesses to work much more quickly and effectively. Choices (A), (C), and (D) are incorrect because the technological advancements had the opposite effect of those stated.
2	SS5CG1b	1	D	The correct answer is choice (D) the right to petition the government. The First Amendment to the U.S. the Constitution establishes the right to petition the government. Choices (A), (B), and (C) are incorrect because the Bill of Rights does not specifically establish these rights.
3	SS5H5b	2	B	The correct answer is choice (B) It brought electricity to thousands of people. The Tennessee Valley Authority was created in 1933 by the U.S. government to help produce electrical power along the Tennessee River. Choices (A), (C), and (D) are incorrect because the TVA did not build hotels, organize unions, or provide a police force.
4	SS5G1a	1	A	The correct answer is choice (A) the Great Salt Lake. The Great Salt Lake, the largest salt-water lake in the Western Hemisphere, is located in Utah. Choices (B) and (C) are incorrect because these bodies of water are located further east. Choice (D) is incorrect because the Salton Sea is located in California.
5	SS5H8b	2	C	The correct answer is choice (C) It provided protections for people registering to vote. The Voting Rights Act of 1965 was mainly designed to prevent discrimination against African American voters and to protect their voting rights under the Fifteenth Amendment. Choices (A) and (D) are incorrect because the Voting Rights Act does not address how certain officials are elected. Choice (B) is incorrect because the 26th Amendment, not the Voting Rights Act, lowered the voting age to 18.
6	SS5H7a	2	D	The correct answer is choice (D) There was a division between communist Eastern Europe and Western Europe. The term "Iron Curtain" was meant to emphasize the political barrier between Eastern and Western Europe. Choice (A) is incorrect because the term does not refer to factories or industry. Choice (B) is incorrect because the countries of Europe were in conflict. Choice (C) is incorrect because the term does not refer to militaries.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
7	SS5CG2a	3	C	The correct answer is choice (C) by three-fourths of the state legislatures. A constitutional amendment can be ratified either by state ratifying conventions in three-fourths of the states or by three-fourths of the state legislatures. Choices (A), (B), and (D) are incorrect because these are not ways to ratify constitutional amendments.
8	SS5H4a	2	C	The correct answer is choice (C) the Treaty of Versailles. The Treaty of Versailles was a peace treaty signed at the end of World War I that required Germany to reduce the size of its military and to pay the Allied Powers for damages caused by the war. Choices (A), (B), and (D) are incorrect because the phrases in the list do not describe the New Deal, the United Nations, or the North Atlantic Treaty Organization.
9	SS5H3d	3	B	The correct answer is choice (B) a way to have personal freedom. The poem suggests that the United States is willing to take in immigrants who are sick, poor, or disadvantaged and offer them an opportunity for a better life. Choices (A), (C), and (D) are incorrect because the poem does not refer specifically to fame, housing, or government leadership roles.
10	SS5E2b	2	C	The correct answer is choice (C) to produce goods and services for the public. Private businesses produce goods and services for public consumers to buy. Choices (A) and (D) are incorrect because they do not describe functions or responsibilities of private businesses. Choice (B) is incorrect because it describes a function of the government.

## APPENDIX A: LANGUAGE PROGRESSIVE SKILLS, BY GRADE

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

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

\* Subsumed by L.7.3a

† Subsumed by L.9-10.1a

\* Subsumed by L.11-12.3a

## APPENDIX B: CONDITION CODES

### Condition Codes (Non-Score)

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

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

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

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





Assessment Guide  
Physical Science  
End-of-Course

