This

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

DEPTH OF KNOWLEDGE

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

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

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

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

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

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

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

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

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

• Solve an open-ended problem with more than one correct answer • Create a pattern • Generalize from given facts • Relate knowledge from several sources • Draw conclusions • Make predictions • Translate knowledge into new contexts • Compare and discriminate between ideas • Assess value of methods, concepts, theories, processes, and formulas • Make choices based on a reasoned argument • Verify the value of evidence, information, numbers, and data	• Plan; prepare • Predict • Create; design • Ask "what if?" questions • Generalize • Justify; explain why; support; convince • Assess • Rank; grade • Test; judge • Recommend • Select • Conclude

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

• Analyze and synthesize information from multiple sources • Examine and explain alternative perspectives across a variety of sources • Describe and illustrate how common themes are found across texts from different cultures • Apply mathematical models to illuminate a problem or situation • Design a mathematical model to inform and solve a practical or abstract situation • Combine and synthesize ideas into new concepts	• Design • Connect • Synthesize • Apply concepts • Critique • Analyze • Create • Prove

Before 1850, many of the world's great cities had nice parks. However, there were no city parks in the United States. New York City was a busy city, but there were no places to escape from the noise or from the smell of horses. Some important people in New York City decided that a park was needed. The city had a contest to see who could design the best park.

There were many different designs for the park. People argued about the purpose of the park. Some people said that it should be like parks in England and France. Those parks were mostly for people who had lots of money. The parks had long, straight roads. People who could afford horses and carriages could ride in the parks. The gardens in those parks were very square. They had lots of large stone buildings. The parks were built like the gardens around palaces.

Other people said that a park should be designed for all the people, not just the rich. That meant the park should be good for walking, and there shouldn't be long, straight roads. Straight roads and big buildings allowed for less natural scenery.

The plan that the city chose was more like a park for all the people. It included large green areas and curvy walking paths. These paths were built around natural features, like large rocks. The park had very few buildings. It had special paths for horses to keep the animals separate from people. Today, Central Park is considered one of the greatest parks in the world.

This is a DOK level 2 item because the student is asked to apply knowledge of the text in order to answer the question.

Reading and Vocabulary

ELAGSE4RI3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Curved roads were better for horses.
More natural features were left in place.
The builders used roads that already existed.
The roads were built to go around the gardens.

B

: The correct answer is choice (B) More natural features were left in place. The park was built to show as much natural scenery as possible, so roads curved around existing rocks and other features. Choice (A) is incorrect because the author does not tell you curved roads are better for horses. Choice (C) is incorrect because the author never says this. Choice (D) is incorrect because the author never mentions gardens in Central Park.

This is a DOK level 3 item because students are asked to draw a conclusion based on the article and support their responses with evidence from the text.

Reading and Vocabulary

ELAGSE4RI1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Amelia Earhart was born in 1898 in Kansas. She was a good student. However, she left college at the age of 19. Soon afterward, Earhart went to an air show in Long Beach, California. It was there that she took her first airplane ride. It changed her life forever. She started taking flying lessons. Earhart spent the next couple of years learning all about flying. She even bought her own plane.

Unfortunately, Earhart ran out of money and had to sell her plane. She went back to school for a while. Then she worked as a teacher and a social worker. In 1927, Charles Lindbergh made his famous flight across the Atlantic Ocean. People began asking, “Who will be the first woman?” In 1928, Earhart was a passenger on a flight across the Atlantic. She was the first woman to fly across the Atlantic. She later wrote a book about the experience. But being a passenger wasn’t enough for Amelia.

In 1935, Earhart became the first person to fly from Hawaii to the U.S. mainland. The U.S. government gave her a medal for this. In 1937, she decided to try to fly around the world. She made it to an island in the Pacific Ocean. But then her plane disappeared. She was never found. Earhart will always be remembered, though. She showed the world what women pilots can do.

Think about the ideas in the two passages. Then write an
explaining the ways in which Charles Lindbergh and Amelia Earhart were similar and how they were different.

Be sure to use information from BOTH passages as you write your
.

- 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.
-

Charles Lindbergh and Amelia Earhart had many similarities. They were both pilots at around the same time. Both left college and studied flying. They were both first at many flying goals, like flying across the Atlantic Ocean. They both wrote books about what they did.

The two pilots were different in some ways, however. One clear difference is that Lindbergh was a man, and Earhart was a woman. Also, Lindbergh didn't have the problems with money that Earhart had. I think the biggest difference between them, though, was that Lucky Lindy had good luck. He survived four plane crashes and lived to be 72 years old. But Earhart didn't have such good luck. She died young from a mysterious flying accident.

In the end, we will remember both Lindbergh and Earhart for being great pilots.

In this section, you will find information about what to study in order to prepare for the Grade 4 English Language Arts EOG assessment. This includes key terms and important vocabulary words. This section also contains practice questions, with an explanation of the correct answers, and activities that you can do with your classmates or family to prepare for the test.

To give the main events of a story in the order in which they happen. (RL2)

A person or thing in a work of literature. Goldilocks is a character in "Goldilocks and the Three Bears." (RL3)

Where and when a story takes place, including the time of day, the season, or a location. (RL3)

The events that happen in the beginning, middle, and end of the story. (RL3)

The meanings of words and phrases and how they are used in the story. (RL4)

To infer means to come to a reasonable conclusion based on evidence found in the text.

By contrast, an idea or message is stated directly by the writer. The author tells the readers exactly what they need to know. (RL1)

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

Stories about popular beliefs in different cultures. In Greek mythology, the stories of the Greek gods are very well known and sometimes they appear with different names in other cultures, such as Roman mythology. (RL4)

Writing organized in a rhythmic pattern, as often is the case in poetry. (RL5)

The regular, repeated sounds of words in a poem. (RL5)

A rhythm that repeats a basic pattern in a poem. (RL5)

You need to distinguish between literal and figurative meanings of words and phrases. *Literal* refers to the actual meaning of words and phrases. Figurative language requires you to analyze the words and sometimes make comparisons.

Examples of figurative language are similes and metaphors. make a comparison using a linking word such as *like*, *as*, or *than*. (Her shirt was as green as the grass.) A makes a comparison without a linking word. If someone describes clouds by saying "They were whipped cream," they are using a metaphor. The clouds looked like whipped cream, but they were not literally whipped cream. (RL4)

Though similar, comparing is analyzing two things, such as characters or stories, in relation to each other, while contrasting is specifically analyzing the *differences* between two things, such as two different characters or stories. (RL6/RL9)

"Of course you didn't know, because I never told you I could play. I started when I was about five years old."

"Why did you stop?"

"I didn't really stop. I guess I kind of drifted away from it. When I moved out of my parents' house, I left the piano behind, and I never got another one."

Greta stared at her mother's face, which held a half smile. "You never should have stopped," said Greta.

"You might be right," Greta's mother said, and she stole a quick look at her daughter.

Greta felt like her mother had just told her a secret, and a bubble of warmth rose inside her.

"Will you play some more?" she asked.

She is afraid of Greta's reaction.
She believes Greta will cheer up soon.
She is not really interested in Greta's feelings.
She does not want to disturb Greta while she is sleeping.

drifted away from it

"I didn't really stop. I guess I kind of drifted away from it. When I moved out of my parents' house, I left the piano behind, and I never got another one."

Greta's mother stopped enjoying music.
Greta's mother felt sad about playing music.
Greta's mother stopped playing the piano bit by bit.
Greta's mother suddenly finished listening to a song.

The most important idea that the author is trying to say. (RI2)

The Statue of Liberty is one of the world's most famous statues. Lady Liberty stands with a torch in her hand. She has been welcoming ships into New York City's harbor since 1886. Many people know that the statue was a gift from France to the United States. But the story is not that simple.

The idea to make a statue as a gift began in France. An artist named Frédéric-Auguste Bartholdi wanted to build the statue, but he needed the money to do it. He formed a group in France. They decided to raise money in France to pay for the copper statue. However, Lady Liberty needed a base to stand on. That money was to be raised in the United States.

Many people in France gave money for the statue. Even schoolchildren contributed. A copper company gave Bartholdi all the copper he needed.

Bartholdi made the right arm and hand of the statue. It was put on display in Philadelphia and New York City. People became excited about the statue. Americans began to give money to complete it. But there still wasn't enough money for the base.

Then Bartholdi came up with a good idea. In New York he spread the word that the statue might go to Boston or another city. The idea worked. New Yorkers didn't want to be left out. The people of New York donated more money. Then Bartholdi could complete the base. Now Lady Liberty stands in New York Harbor. The people of France and the United States worked together. Like most great works, it took a long time. It also took a lot more work than most people think.

The opinion passages in the English Language Arts test help you develop opinions and

What a piece of writing is about. When writing your opinion, choose topics about which you have strong feelings and a lot to say. (W1a)

Details that support your opinion in a piece of writing. (W1a)

The writer's reason for writing an essay or article. All writing has a purpose, whether it is to persuade, inform, explain, or entertain. (W1b)

A is a statement that can be proven. An is a statement that cannot be proven because it states a writer's belief or judgment about something. Deciding whether a statement is a fact or an opinion often comes down to a single question "Can you prove it?" If you can prove a statement somehow, then it is a fact. If not, it's an opinion. (W1b)

You need to support your opinions with evidence. Textual evidence includes facts, opinions of experts, quotes, statistics, and definitions. (W1b)

The opinion or perspective of the author on a specific topic. (W1c)

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

The process of editing and rewriting a piece of writing. All good writing requires a lot of revision in order to catch mistakes and make ideas clearer. (W5)

In writing, the organization helps explain ideas and information more clearly. Writers use transitions to organize information. Also, an entire piece of writing has an organizational structure to it. Writers structure their texts to match their purpose and audience. (W1a)

Important Tips

[The structure of the practice items for this unit and Unit 4 is as it appears on the Georgia Milestones End-of-Grade assessment 1) multiple-choice questions (three on the actual test); 2) a constructed-response item; and 3) an extended writing prompt. Additionally, the instructions for the extended writing prompt are in a format that is similar to the one on the End-of-Grade assessment. There is no constructed-response item in Unit 3. There is no extended writing prompt for Unit 4.]

Homework on the weekends is more harmful than helpful. One university study explored the effects of homework. The study leaders asked "Does homework help students do better in school?" Homework had very little effect on younger kids especially. If homework isn't helping us, why have it on weekends?

Homework can actually harm students. Young people need their weekends. They should forget about school. They should just be kids. Weekend homework is stressful for kids. It ruins their time off.

On weekends kids should spend time with their families. Sports and hobbies are also important. What happens if kids can't do these things? They are tired and unhappy on Mondays. Tired, unhappy students don't perform well. Therefore, teachers should not give homework on the weekends.

College students often work jobs on weekends.
Students in college have to study on weekends.
Weekend homework might help students get into college.
College is more like the real world than elementary school is.

"Homework had very little effect on younger kids especially."
"If homework isn't helping us, why have it on weekends?"
"On weekends kids should spend time with their families."
Tired, unhappy students don't perform well."

that homework is important for young kids
that students should think about their futures
that there should be no homework on weekends
that it is important to have time to play on the weekends

You will read about the idea of giving students homework on weekends. What are the good and bad things about homework on weekends? You will write an in your own words about this idea.

Think about the ideas in the two passages. Then write an essay explaining which opinion about homework on weekends you agree with: homework should be given on the weekend or homework should not be given on the weekend.

Be sure to use information from BOTH passages in your .

- Introduce your opinion.
-

The informational/explanatory passages in the English Language Arts test help develop your writing. Informational writing states ideas, summarizes research, and uses information from more than one source.

A form of writing that informs the reader or explains something. (W2D)

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

The way in which a piece of writing is structured. Similar ideas and illustrations should be grouped together, and the order of the information should make sense. (W2a/W4)

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

The end of a piece of writing is the conclusion. The conclusion should sum up the main idea of the writing and provide an overall message for the reader. (W2d)

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

[The structure of the practice items for Unit 4 is as it appears on the Georgia Milestones End-of-Grade assessment with the exception of the extended writing prompt 1) multiple-choice questions (three on the actual test); 2) a constructed-response item; and 3) an extended writing prompt. In this study guide, there is no extended writing prompt for this unit.]

1. Many people think archaeology means digging in the ground for treasures. Digging is only a part of what archaeologists do. They also spend a lot of time studying Artifacts are things that were made by people in the past. Artifacts need to be protected from the air, the sun, moisture, and other things that can harm them. Artifacts aren't always found by digging. Sometimes they are in the open. This is one example.
2. In the 1870s in Altamira, Spain, a man and his daughter were exploring a cave. The little girl looked up and saw an amazing sight. Animals were painted on the ceiling! The man's name was Marcelino Sanz de Sautuola. He was an archaeologist. He looked at the paintings and saw how well they were painted. He thought they were very old. The paintings were in good shape. This is because the cave had been closed by rocks for many years. So it had been protected from sun, wind, and rain. Sautuola and another archaeologist declared that the cave was an archaeological site. They carefully wrote about everything they saw and then made a report about the cave. Sautuola said the paintings were probably 18,000 years old.
3. Many people didn't believe Sautuola. They said people from so long ago couldn't have painted that well. Scientists argued about the cave for years. Then other caves were discovered in France. They, too, had amazing paintings on the walls. More people decided that Sautuola was right. One famous archaeologist even wrote an apology to Sautuola.
4. Visitors went to Altamira for many years. But too many people were breathing inside the cave, and the moisture in their breath was damaging the paintings. So, the cave was closed to the public in 1977. People built a museum next to the cave though. It has a life-size model of the cave. Now visitors can see what the paintings are like without hurting them.

paragraph 1
paragraph 2
paragraph 3
paragraph 4

They started to believe in Sautuola's ideas.
They argued about the French caves for years.
They believed that someone was playing a trick.
They said the Altamira paintings could not be that old.

site

Sautuola and another archaeologist declared that the cave was an archaeological site.

area
building
example
town

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

- You need to express yourself clearly and in an interesting way.
- Choose your words carefully so your readers understand what you are writing.
- Apply the rules of grammar as you write.

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

- Vary the words you use. Use a dictionary and thesaurus to help you.
- Your writing should be clear and interesting at the same time.
- Use colorful language and different sentence structures.

The system of rules for language. (L1e)

Using the correct word when there is a choice (*to, too, two*). (L1e)

The prefixes, suffixes, and root words that give clues as to the meaning of words. (L4b)

A part of speech that is used instead of a noun when the meaning of the noun is already understood. *I, we, he, she, they,* and *it* are all pronouns. (L1a)

Words used to refer to a noun that was already mentioned but is being referred to again. Examples of relative pronouns are *who, which, whose, whom,* and *that.* (L1a)

A part of speech that represents action or doing. *Jump, walk, ski*, and *scare* are all verbs. (L1a)

A tense used to describe an action that is ongoing and has not stopped. For example, *I am walking, I was walking,* and *I will be walking* are all variations of the progressive tense. (L1b)

A part of speech that is a describing word. *Beautiful, tall, blue*, and *interesting* are all adjectives. (L1a)

This refers to the order in which adjectives are correctly listed according to their type. For example, *the big red ball*. (L1d)

A part of speech that describes a verb, an adjective, or another adverb. Adverbs usually end in *–ly. Quietly, thoroughly, frantically*, and *lovingly* are all adverbs. (L1a)

A relative adverb is used to give more details in a sentence. For example, *where, when,* and *why*. (L1a)

A sentence that is incomplete. *A short walk* would be a sentence fragment. The complete sentence would be *I went on a short walk.* (L1f)

A comparison using *like* or *as*. For example, *She is as pretty as a picture.* (L5a)

A direct comparison that states one thing *is* another. It isn't meant to be literal, but descriptive. For example, *He is an animal on the soccer field* does not mean that the boy is really an animal, but it is a metaphor for how he plays soccer (very aggressively). (L5a)

A word that is used to combine two simple sentences. For example, *and, or, but*. (L1c)

Phrases that are used to show direction, location, or time. Examples of prepositional phrases are *on the box, in the box, around the box, by the box,* and *through the box*. (L1e)

Writing marks that help to separate and clarify ideas. Examples of punctuation are the period, comma, colon, exclamation mark, and question mark. (L2)

Words and phrases that surround another phrase and help to explain its meaning. Sometimes a word cannot be understood without the context of the words and phrases around it. For example, *he threw it* could mean several things, but when the full sentence is included – *That surround another phrase Examplavark, asamerstood witcture. or examstood wsF r*

Roger _____ when suddenly he heard a knock on the door.

is reading
was reading
will be reading
has been reading

Ted's mother drove a tiny old car.
Melissa lived in a blue large house.
Henry listened to a French tall man singing.
There was a copper strange handle on Cliff's door.

I dropped the ball, and it rolled in the creek.
The rain came down of the sky like a waterfall.
Paula pulled the rock out of the water and dried it.
The young parrot left its cage and flew out from the house.

All the students brought their books to school.
The extra work helped improve my grades to.

1	ELAGSE4RL3 Literary	2	B	The correct answer is choice (B) She believes Greta will cheer up soon. This answer is supported by Greta's mother's comment, "Yes, and it will all be fine." Choice (A) is incorrect because there is no evidence that Greta's mother is afraid of Greta's reaction. Choice (C) is incorrect because Greta's mother shows an interest in Greta's feelings at other points in the story. Choice (D) is incorrect because Greta is not sleeping when her mother first speaks to her.
2	ELAGSE4RL4 Literary	2	C	The correct answer is choice (C) Greta's mother stopped playing the piano bit by bit. Perhaps unintentionally, Greta's mother slowly moved away from playing piano. Choice (A) is incorrect because there is no evidence that Greta's mother stopped enjoying music; she just got out of the habit of playing it. Choice (B) is incorrect because the passage contains no evidence that music made Greta's mother sad. Choice (D) is incorrect because "drifting away" refers to abandoning piano playing altogether, not discontinuing to listen in the middle of a song.
3	ELACC4RL3	3	C/B	The correct answers are (C) talented, (B) The sound was pouring out of her mother's fingers, but she was looking straight ahead with her head cocked slightly to the right. Greta hears beautiful music and cannot identify the source right away; she is pleasantly surprised to find that it is her mother playing the piano. The answer choice for Part B of the item shows text that supports this. In Part A, Choice (A) is incorrect because, while it is appealing, Greta's mother's talent with the piano is emphasized more in the passage. Choice (B) is incorrect as there is no indication that she is funny. Choice (D) is incorrect because there is no scenario which requires her to be forgiving within the passage. The incorrect options in Part B support incorrect answers in Part A.

10	ELAGSE4RI8 Informational/ Explanatory	2	C	The correct answer is choice (C) Weekend homework might help students get into college. The author mentions that college-aspiring students would "do whatever is necessary" to get into college, and the author's overall purpose is to encourage weekend homework. Choice (A) is incorrect because the author mentions nothing about college students' jobs. Choices (B) and (D) are incorrect because although they *could* be used to support the author's argument, they are less directly related to the author's final argument than choice (C) is.
11	ELAGSE4RI1 Informational/ Explanatory	2	D	The correct answer is choice (D) "Tired, unhappy students don't perform well." This suggests that if students did no weekend homework, they would be neither tired nor unhappy, and they would perform better than if they had weekend homework. Choices (A) and (B) are incorrect because even if homework has *no* effect, we cannot logically conclude that students would do *better* in school if they did no weekend homework; they might perform in exactly the same way. Choice (C) is incorrect because it bears no relevance to the question. The author makes no connection between family time and school performance.
12	ELAGSE4RI1 Informational/ Explanatory	3	D	The correct answer is choice (D) It is important to have time to play on the weekends. This point is mentioned in both articles. Choice (A) is incorrect because the articles don't say homework is important for young kids. Choice (B) is incorrect because only one of the articles talks about students' futures. Choice (C) is incorrect because no homework on the weekend is only supported by one of the articles.
13	ELAGSE4W1	4	N/A	See scoring rubric beginning on page 65 and exemplar response on page 58.

14	ELAGSE4RI1 Informational/ Explanatory	2	B	The correct answer is choice (B) paragraph 2. The author mentions that the rocks that sealed the cave protected the paintings for a long time. Choice (A) is incorrect because this paragraph doesn't mention the paintings. Choice (C) is incorrect because the condition of the paintings isn't mentioned in this paragraph. Choice (D) is incorrect because it discusses the condition of the paintings only after they were displayed.
15	ELAGSE4RI8 Informational/ Explanatory	2	A	The correct answer is choice (A) They started to believe in Sautuola's ideas. The discovery of similar caves in France changed people's minds; they decided Sautuola had been right about the age of the Altamira paintings. Choice (B) is incorrect because the long argument occurred before the French cave paintings were discovered. Choice (C) is incorrect because the author never mentions a suspected trick. Choice (D) is incorrect because this happened before the French paintings were discovered.
16	ELAGSE4RI4 Informational/ Explanatory	3	A	The correct answer is choice (A) area. An archaeological site is a place or an area where artifacts are discovered and studied. Choice (B) is incorrect because a site is not a building in this sentence. Choice (C) is incorrect because a site in this sentence is a place and not an example of something. Choice (D) is incorrect because a site is not a town in this sentence.
17	ELAGSE4RI1 Informational/ Explanatory	4	N/A	See scoring rubric and sample response on page 59.
18	ELAGSE4L1b	2	B	The correct answer is choice (B) was reading. The reading was an activity that was taking place when Roger heard the knock. Choice (A) is incorrect because it is the wrong tense of the verb. Choice (C) is incorrect because the action of the entire sentence occurred in the past, not the future. Choice (D) is incorrect because it is the wrong tense of the verb.

To view the four-point holistic rubric for a text-based narrative response, see pages 61 and 62.

4	Greta's mother said, "Now tell me why you were so upset when you saw the piano."

The author of "Weekends Are for Fun" makes the stronger argument. First of all, the author cites a study that showed that homework really has no effect, especially on younger students. We can conclude from this that there is no good reason to give homework to younger students on the weekend.

The author goes on to say that homework actually harms students. The reasons are convincing because things like family time and school sports are something we all have experience with. The author of "Homework on the Weekend," on the other hand, gives opinions about the real world. As young people, we don't know that much about the real world. However, we do know what we need now. And what we need is time to be young.

2	The exemplar shows a full-credit response. It achieves the following • Gives sufficient evidence of the ability to draw a conclusion based on the text and to explain the support for a conclusion drawn about the text • Includes specific examples/details that make clear reference to the text • Adequately explains the conclusion drawn with clearly relevant information based on the text
1	The exemplar shows a 1-point response. It achieves the following • Gives limited evidence of the ability to draw a conclusion based on the text or to explain the support for a conclusion drawn about the text • Includes vague/limited examples/details that make reference to the text • Explains the conclusion drawn with clearly relevant information based on the text
0	The exemplar shows a response that would earn no credit. It achieves the following • Gives no evidence of the ability to draw a conclusion based on the text or to explain the support for a conclusion drawn about the text

2	Artifacts that are exposed to air, sun, or water can lose their shape or color or disappear entirely. The paintings in the caves are artifacts. The problem with leaving the caves open is human breath, which contains moisture. The paintings would probably have lost their color and eventually would have disappeared if they had been left open.
1	They would be harmed due to all the breathing from the visitors.
0	The paintings would get hurt.

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

A holistic rubric evaluates one major feature, which is ideas. On the Georgia Milestones EOG assessment, a holistic rubric is scored from zero to four. Each point value represents the difference in the levels or quality of the student's work. To score an item on a holistic rubric, the scorer 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.

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

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

This trait examines the writer's ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.	4	*The student's response is a well-developed narrative that fully develops a real or imagined experience based on text as a stimulus.* • Effectively establishes a situation and introduces a narrator and/or characters • Organizes an event sequence that unfolds naturally • Effectively uses narrative techniques, such as dialogue and description, to develop rich, interesting experiences and events or show the responses of characters to situations • Uses a variety of words and phrases consistently to signal the sequence of events • Uses concrete words, phrases, and sensory language consistently and effectively to convey experiences and events precisely • Provides a conclusion that follows from the narrated experiences or events • Integrates ideas and details from source material effectively • Has very few or no errors in usage and/or conventions that interfere with meaning*
	3	*The student's response is a complete narrative that develops a real or imagined experience based on text as a stimulus.* • Establishes a situation and introduces one or more characters • Organizes events in a clear, logical order • Uses narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations • Uses words and/or phrases to indicate sequence • Uses words, phrases, and details to convey experiences and events • Provides an appropriate conclusion • Integrates some ideas and/or details from source material • Has a few minor errors in usage and/or conventions that interfere with meaning*
	2	*The student's response is an incomplete or oversimplified narrative based on text as a stimulus.* • Introduces a vague situation and at least one character • Organizes events in a sequence but with some gaps or ambiguity • Attempts to use a narrative technique, such as dialogue and description, to develop experiences and events or show the responses of characters to situations • Uses occasional signal words to indicate sequence • Uses some words or phrases inconsistently to convey experiences and events • Provides a weak or ambiguous conclusion • Attempts to integrate ideas or details from source material • Has frequent errors in usage and conventions that sometimes interfere with meaning*

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.	4	*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.* • Effectively introduces a topic • Groups related ideas together to give some organization to the writing • Effectively develops the topic with multiple facts, definitions, concrete details, quotations, or other information and examples related to the topic • Effectively uses linking words and phrases to connect ideas within categories of information • Uses precise language and domain-specific vocabulary to explain the topic • Provides a strong concluding statement or section related to the information or explanation presented
	3	*The student's response is a complete informative/explanatory text that examines a topic and presents information based on a text as a stimulus.* • Introduces a topic • Develops the topic with some facts, definitions, and details • Groups some related ideas together to give partial organization to the writing • Uses some linking words to connect ideas within categories of information, but relationships may not always be clear • Uses some precise language and domain-specific vocabulary to explain the topic • Provides a concluding statement or section
	2	*The student's response is an incomplete or oversimplified informative/explanatory text that cursorily examines a topic.* • Attempts to introduce a topic • Attempts to develop a topic with too few details, but not all of these are supported or relevant to the topic • Ineffectively groups some related ideas together • Uses few linking words to connect ideas, but not all ideas are well connected to the topic • Uses limited language and vocabulary that does not clearly explain the topic • Provides a weak concluding statement or section
	1	*The student's response is a weak attempt to write an informative/explanatory text that examines a topic.* • May not introduce a topic or topic is unclear • May not develop a topic • May be too brief to group any related ideas together • May not use any linking words to connect ideas • Uses vague, ambiguous, or repetitive language • Provides a minimal or no concluding statement or section

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.	4	*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.* • Effectively introduces a topic and clearly states an opinion • Creates an effective organizational structure that logically groups ideas and reasons to support the writer's purpose • Provides clear reasons that are supported by facts and details • Uses linking words and phrases effectively to connect opinions and reasons • Provides a strong concluding statement or section related to the opinion presented
	3	*The student's response is a complete opinion piece that examines a topic and supports a point of view based on text.* • Introduces a topic and states an opinion • Provides some organizational structure that groups ideas and reasons to support the writer's purpose • Provides reasons that are supported by facts • Uses some linking words to connect opinions and reasons • Provides a concluding statement or section related to the opinion presented
	2	*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.* • Attempts to introduce a topic and state an opinion • Attempts to provide some organization, but structure sometimes impedes the reader • Attempts to provide reasons that are sometimes supported by facts • Uses few linking words to connect opinions and reasons; connections are not always clear • Provides a weak concluding statement or section that may not be related to the opinion
	1	

ELAGSE4.RL.1, ELAGSE4.RL.2, ELAGSE3.RL.3

Preparation: Have a parent or guardian help locate and print out 15 fables. Copies of fables can be located through an online search for Aesop's fables. Next, cut out each story. Finally, cut out the theme at the end of each story. (Keep "The Dog, Cock and Fox" separate for the example.) Ask your parent or guardian to shuffle the remaining themes and provide you with a stack of stories and a stack of themes.

- Read the fable "The Dog, Cock and Fox."
- At the end, try to figure out the theme of the story.
- Read the theme on the strip of paper cut from the original fable: "Those who try to entrap others are often caught by their own schemes."

Read the first story in the stack provided to you.

1. Work to come up with a theme and write it down.
2. Next, look through the stack of themes and find the one you believe is the best match.
3. Continue steps one and two for the remaining stories.
4. Ask your parent or guardian to confirm the intended theme for each of the stories by going back online.

ELAGSE4L5c

Preparation: Number 40 simple note cards on one side from 1 to 40.

This activity is based on the game Concentration. Work with a friend or family member to think of 20 words and each word's synonym, for a total of 40 words. Shuffle the cards, and lay them out on a table, number-side down. Choose two cards at random. On one card, write the word. On the other card, write its synonym. Do not look at the numbered sides, and set aside those two cards. Continue until all cards are completed. Shuffle the cards when you are done.

Words and Synonyms

1. destroy	13. ruin
2. eat	18. consume
3. explore	24. investigate
4. protect	32. safeguard

Arrange the cards on a table in five rows of eight, with the numbers up, from 1 to 40.

Pick two cards to be turned over. If the words on the cards do not match as synonyms, the cards must be turned back over. Now, the other person gets a turn. Whenever a match is found, the person who finds it gets a point and the matched pair is removed from the table.

After the cards have been created, work independently to find the matches.

MATHEMATICS

The Grade 4 Mathematics EOG assessment consists of a total of 73 items.

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

The test will be given in two sections.

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

The Grade 4 Mathematics EOG assessment will measure the Grade 4 standards that are described at www.georgiastandards.org.

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

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

The Mathematics portion of the Grade 4 EOG assessment consists of selected-response (multiple-choice), technology-enhanced (multiple-select or two-part), constructed-response, and extended constructed-response items.

This is a DOK level 2 item because it assesses both the application of adding fractions with like denominators and the interpretation of knowledge about a whole and parts of a whole to combine fractions.

Number and Operations–Fractions

MGSE4.NF.3. Understand a fraction *a*

This is a DOK level 3 item because it assesses finding all factor pairs of a whole number, identifying the factors as prime or composite, and explaining the difference between prime and composite numbers.

Number and Operations in Base 10

MGSE4.OA.4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.

prime, composite, neither

4	Part A: The factor pairs of 32 are: 1 and 32; 2 and 16; 4 and 8 Part B: prime: 2 composite: 4, 8, 16, 32 neither: 1 Part C: A prime number is a number with exactly two factors—itself and one. Two is a prime number because its only factors are 2 and 1. A composite number has more than two factors. For example, 8 is a composite number because its factors are 1, 2, 4, and 8. One is neither a prime nor a composite number.
3	The student correctly answers two of the three parts.
2	The student correctly answers one of the three parts.
1	The student has one part partially correct.
0	*Response is irrelevant, inappropriate, or not provided.*

In this section, you will find information about what to study in order to prepare for the Grade 4 Mathematics EOG test. This includes key terms and important vocabulary words. This section also contains practice questions, with an explanation of the correct answers, and activities that you can do on your own or with your classmates or family to prepare for the test.

- Perform multi-digit multiplication and develop an understanding of dividing to find quotients involving multi-digit dividends
- Develop an understanding of fractions
- Multiplication of fractions by whole numbers
- Generate and analyze patterns
- Analyze and classify geometric figures based on their properties
- Represent and interpret data
- Understand concepts of angles and measure angles

In this unit, you will work with the place value system. You will round, compare, and estimate numbers. You will use word problems with more than one step and write equations with unknown numbers.

Model involving by writing an with a such as *x* to represent an . Use the four operations to solve the problem. (OA.3)

Solutions to multi-step word problems can be checked to make sure they are reasonable. the numbers in the equation before solving will provide an of the correct answer. (OA.3)

is the numerical value of a digit in a number based on its location. A digit in the tens place of a number is 10 times the value of the same digit in the ones place. A digit in the hundreds place is 10 times the value of the same digit in the tens place. (NBT.1)

Numbers can be written in different forms using the place value of each digit.

- The number is written as a group of digits, 183.
- The number is written in words, one hundred eighty-three.
- The number is written as an addition equation of the place value for each digit, 100 + 80 + 3. (NBT.2)

Determine the value of two numbers written in different forms to see which has a greater value.

- If a number is larger in value, use the symbol >.
- If a number is smaller in value, use the symbol <.
- If the numbers have the same value, use the symbol =. (NBT.2)

A number can be rounded to the nearest number of a certain place value. For example, 295 can be rounded to the nearest hundred to get 300. (NBT.3)

and whole numbers using place value to regroup as needed. When adding, a place value that has a sum of 10 or greater will need to regroup into the higher place value. When subtracting, find the difference between the first and second number. If a digit in the first number is smaller than the digit in the same place in the second number, regroup from a higher place value into a lower place value. (NBT.4)

Important Tips

- ✍ Use the place value of each digit when writing numbers from number names. Remember to keep in mind place value when writing numbers. For example, one thousand twenty-four is written as 1,024 with a 1 in the thousands place, 2 in the tens place, and 4 in the ones place.
- ✍ When using rounded numbers in an equation, the answer will be an estimate.

In this unit, you will use multiplication, division, and word problems with more than one step. You will use the properties of operations. You will work with prime and composite numbers and patterns.

Comparing the value of one object to the value of another, using phrases such as “3 times as long.” (OA.1)

Solve word problems involving by creating a drawing or equation to represent the problem. A letter can be used in an equation for an unknown number. Use multiplication or division to solve for the unknown number. (OA.2)

Model involving by writing an with a such as *x* to represent an . Use the four operations to solve the problem. (OA.3)

Division equations may include a . Determine how the remainder should be used based on the information in the word problem. The remainder may be listed as part of the quotient or used to round the quotient up or down depending on the situation. (OA.3)

Use and to multiply and divide whole numbers. Use models such as arrays, area models, and equations to illustrate the problem. (NBT.5, NBT.6)

- Numbers can be multiplied in any order and the will stay the same.
- Three or more can be grouped together in any way and the will stay the same.
- : The product of the sum of two numbers can be found by finding the product of each number, then taking the sum of those products. (NBT.5)

A number can be broken down into factors. The of a number are two whole numbers that when multiplied together equal the given number. Example: 4 and 2 are factors of 8; 4 × 2 = 8. (OA.4)

A of a number is the product of that number and another factor. For example, 12 is a multiple of 3 because 3 × 4 = 12.

A number that can be broken down into factors of only 1 and itself. (OA.4)

A number that has more factors than 1 and itself. (OA.4)

Repeated sequences of numbers or shapes that follow a set of such as “add 5.” (OA.5)

Important Tips

- When listing multiples of a number, include the given number. The smallest multiple of a number is the number itself. For example, 5 is a multiple of 5 using the equation 5 × 1.
- The number of factors a number has is not related to the size of the number. A number with a greater value may not have a larger amount of factors.
- Prime numbers only have factors of one and itself. Two is the smallest prime number. Composite numbers are numbers that have factors other than one or itself.

3 and 9
3 and 31
9 and 10
3 and 90

8
22
56
68
84

In this unit, you will work with fractions, including improper and equivalent fractions and mixed numbers. You will compare fractions and create common denominators and numerators.

A number used to represent equal parts of a whole. (NF.1)

Fractions less than 1, with the numerator less than the denominator, are proper fractions.

Fractions greater than 1 are written as where the numerator is greater than the denominator, or as which include a whole number and a fraction. (NF.1)

Fractions that are the same size or the same point on the number line. (NF.1)

Equivalent fractions are created by the numerator and denominator by the same number, which is the same as multiplying the fraction by 1. For example, $\frac{(1 \times 4)}{(2 \times 4)} = \frac{4}{8}$ so $\frac{4}{8}$ is equivalent to $\frac{1}{2}$. The fraction now includes a different number of parts and the parts are different sizes, but the value remains the same. (NF.1)

Determine the value or size of two fractions to see which fraction is larger. Fractions can be compared by looking at the number of equal parts and the size of the equal parts of the same size whole.

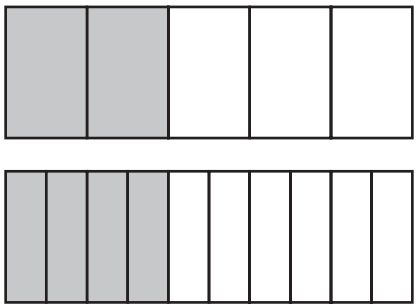
- If a fraction is larger in size and value, use the symbol >.
- If a fraction is smaller in size and value, use the symbol <.
- If the fractions are the same size (equivalent fractions), use the symbol =. (NF.2)

Fractions with different numerators and denominators can be compared in two ways.

Using the same strategies for creating equivalent fractions, create a or between the two fractions. Or, both fractions can be compared to a such as $\frac{1}{2}$. (NF.2)

Important Tips

- When comparing fractions, use both the numerator and the denominator to find the value of the fraction. The numerator tells the number of parts out of the whole, and the denominator tells the size of each part.
- Fractions in a comparison must represent parts of the same whole. When using models to compare fractions, use models that are the same size and shape.



_____ _____

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

$$\frac{4}{5} = \frac{2}{5}$$

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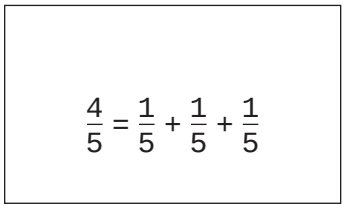
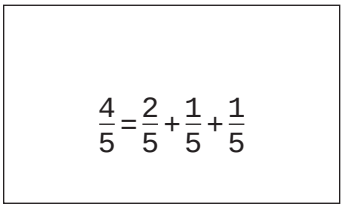




In this unit, you will add and subtract fractions. You will compare decimals and work with place value.

Add and subtract fractions with the denominators of 10 and 100 by creating a . (NF.5)

A is another way to write a . Both a decimal and fraction show a value that is between whole numbers. For example: $\frac{6}{10}$ or 0.6 is a value between the whole numbers of 0 and 1. (NF.6)

is the value of a digit in a number based on its location related to the decimal point. A digit in the tenths place of a number is 10 times the value of the same digit in the hundredths place. A digit in the tenths place is $\frac{1}{10}$ the value of the same digit in the ones place. (NF.6)

- This is the first place to the right of the decimal point. A decimal of 0.1 would have a value equivalent to $\frac{1}{10}$.
- This is the second place to the right of the decimal point. A decimal of 0.01 would have a value equivalent to $\frac{1}{100}$. (NF.6)

A decimal such as 0.35 can be written as $\frac{35}{100}$ or $\frac{3}{10}+\frac{5}{100}$. (NF.6)

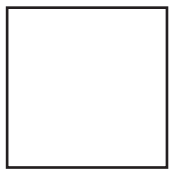
To , determine the value or size of two decimal numbers and identify the number that has a greater or equal value, if possible.

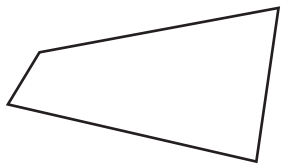
- If the decimal number has a greater value than the other number in the comparison, use the symbol .
- If the decimal number has a smaller value than the other number in the comparison, use the symbol .
- If both numbers in the comparison have the same value, use the symbol . (NF.7)

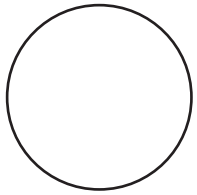
Important Tips

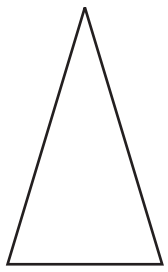
- When comparing decimal numbers, look at the place value of each digit. The location of the digit determines its value.
- Fraction models and drawings can be used to compare decimals. Decimals can be changed into fractions with a denominator of 10 or 100 and then used to create the model.

curved
diagonal
parallel
perpendicular









In this unit, you will work with different units of measurement, including time. You will record measurements on line plots and use protractors to measure angles. You will determine the area and perimeter of rectangles.

Changing between units within the same measurement system. (MD.1)

- is measured in cups, pints, quarts, and gallons.
- is measured in inches, feet, yards, and miles.
- is measured in ounces, pounds, and tons. (MD.1)

- is measured in milliliters and liters.
- is measured in centimeters, meters, and kilometers.
- is measures in grams and kilograms. (MD.1)

is measured in seconds, minutes, and hours. (MD.1)

Use the to solve involving liquid volume, mass, intervals of time, and money within the same units of measure. If the units of measure are not the same, convert larger units into smaller units, such as feet into inches. These word problems may include decimals or fractions. (MD.2)

Use the length and width of a rectangle given in a problem to find the area and perimeter. can be found using the formula $A = l \times w$. can be found using the formula $P = 2l + 2w$. (MD.3)

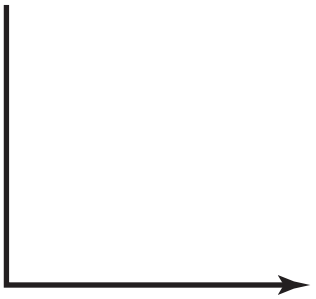
A is used to record measurements for a group of objects. These measurements can include liquid volume, length, mass, and time. For example, a line is marked with measurements using fractions, including $\frac{1}{8}$, $\frac{1}{4}$, and $\frac{1}{2}$. Place a mark above the measurement on the line. Use the line plot to answer questions by adding or subtracting the measurements shown. (MD.4)

are made by two rays that have the same endpoint. They are measured as part of a circle with the endpoint as the center. The measure of an angle is the part between the two rays. (MD.5)

are measured in degrees using a protractor. (MD.6)

An angle can be divided into smaller angles that do not . The measure of non-overlapping parts can be together to find the measure of the whole angle. You can also find the measure of by writing an equation with a letter for the unknown angle measure. (MD.7)

15 feet
30 feet
56 feet
64 feet



1	MGSE4.NBT.3	2	D	The correct answer is choice (D) 2,400. To round to the nearest hundred, the value of the digit in the tens place is evaluated. If the digit in the tens place is greater than 5, the digit in the hundreds place rounds to the greater hundred. Choice (A) is incorrect because it is the result of rounding to the nearest thousand. Choice (B) is incorrect because it incorrectly shows rounding to the nearest hundred. Choice (C) is incorrect because it shows rounding to the nearest ten.
2	MGSE4.NBT.4	2	A	The correct answer is choice (A) 2,249. This subtraction problem requires regrouping with a zero. Choices (B) and (C) are incorrect because both were regrouped incorrectly. Choice (D) is incorrect because digits were subtracted without regrouping.
3	were regrouped incorrect973 0rd/ D) is incorreregr1 0 were re1rouped incorrect973 0rgit in were as b49. corrgreater hubecau(A)oper)ToiceTjmd. iplicahoic0cause it			

12	MGSE4.NF.4c	2	B	The correct answer is choice (B) $1\frac{1}{2}$ yards. This is the same as $\frac{1}{2}+\frac{1}{2}+\frac{1}{2}$, which equals $\frac{3}{2}$. Two pieces of ribbon that are $\frac{1}{2}$ yard equal 1 yard in total plus an additional $\frac{1}{2}$ yard. Choice (A) is incorrect because it is the total amount cut off only 2 rolls. Choice (C) is incorrect because it is the number of pieces of ribbon. Choice (D) is incorrect because it is the sum of two of the two numbers given in the problem.
13	GSE-1: 4.NF.3b	2	A/D/E	See scoring rubric on page 113.
14	MGSE4.NF.3b	2	N/A	See scoring rubric and sample response beginning on page 114.
15	MGSE4.NF.5	2	D	The correct answer is choice (D) $\frac{30}{100}$. $\frac{3}{10}$ has the same value as $\frac{30}{100}$ since 3 times 10 equals 30 and 10 times 10 equals 100. Choices (A), (B), and (C) are not equivalent fractions to $\frac{3}{10}$.
16	MGSE4.NF.6	2	B	The correct answer is choice (B) 0.43. 0.43 means there are 43 hundredths; this is equivalent to $\frac{43}{100}$. Choice (A) is incorrect because 0.043 means 43 thousandths, or $\frac{43}{1000}$. Choice (C) is incorrect because 4.3 means 4 wholes and 3 tenths, or $4\frac{3}{10}$. Choice (D) is incorrect because 43.00 means 43 wholes.
17	MGSE4.NF.7	2	N/A	See scoring rubric and sample response beginning on page 116.
18	MGSE4.G.1	1	D	The correct answer is choice (D) perpendicular. Perpendicular lines intersect at a right angle, or 90 degrees. Choice (A) is incorrect because curved lines don't meet at an angle; an angle is formed by the intersection of two lines, segments, or rays. Choice (B) is incorrect because not all diagonal lines intersect. Choice (C) is incorrect because parallel lines are lines that will never intersect; they will always be the same distance apart from one another.

1	The response achieves the following:
	• The response demonstrates a minimal understanding of using estimation to solve a multi-digit addition problem with more than two addends.
	• Give 1 point if student response indicates 3 errors in any of the 4 parts OR all 3 parts are incomplete.
	  • Response is only partially correct.
	  • Response shows incomplete or inaccurate application of a relevant strategy.
	• Mathematical ideas are expressed only partially using words, calculations, and/or symbols as appropriate.

0	The response achieves the following:
	• The response demonstrates limited to no understanding of using estimation to solve a multi-digit addition problem with more than two addends.
	  • Response is incorrect.
	  • Response shows no application of a strategy.
	• Mathematical ideas cannot be interpreted or lack sufficient evidence to support even a limited understanding.

4	The factory workers made ABOUT 900 teddy bears in three days. AND To calculate the answer, I used rounding. I rounded each number to the nearest hundred and then added the estimates together. 500 and 200 and 200 equal 900 *OR other valid process* AND The factory workers made EXACTLY 910 teddy bears in three days. AND My estimate was a reasonable answer because my estimate, 900, and the exact answer, 910, are close. *Or other valid process.*
3	The student correctly answers three out of the four parts.
2	The student correctly answers two out of the four parts.
1	The student correctly answers one of the four parts.
0	*Response is irrelevant, inappropriate, or not provided.*

2	The response achieves the following: • A score of 2 indicates complete understanding of how to find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. • The student determines that the correct answer for Part A is Choice (B). AND • The student determines that the correct answers for Part B are Choice (A) and Choice (C).
1	The response achieves the following: • A score of 1 indicates a partial understanding of how to find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. • The student determines that the correct answer for Part A is Choice (B). OR • The student determines that the correct answers for Part B are Choice (A) and Choice (C).
0	The response achieves the following: • A score of 0 indicates limited to no understanding of how to find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number.

2	The response achieves the following:
	• The response demonstrates a complete understanding of division and remainders.
	• Give 2 points for the correct answer/estimate and a complete, correct explanation of how the answer was calculated/estimated.
	  • Response is correct and complete.
	  • Response shows application of a reasonable and relevant strategy.
	• Mathematical ideas are expressed coherently through a clear, complete, logical, and fully developed response using words, calculations, and/or symbols as appropriate.

1	The response achieves the following:
	• The response demonstrates a partial understanding of division and remainders.
	• Give 1 point for the correct answer but no process shown OR a correct process with a calculation error.
	  • Response is mostly correct, but contains either a computation error or an unclear or incomplete explanation.
	  • Response shows application of a relevant strategy, though it may be only partially applied or remain unexplained.
	• Mathematical ideas are expressed only partially using words, calculations, and/or symbols as appropriate.

0	The response achieves the following:
	• The response demonstrates limited to no understanding of division and remainders.
	  • Response is incorrect.
	  • Response shows no application of a strategy.
	• Mathematical ideas cannot be interpreted or lack sufficient evidence to support even a limited understanding.

2	8 boxes are needed. AND To calculate, I used division: 60 divided by 8. The answer is 7 with a remainder of 4. That means that 7 boxes will be completely filled with 8 books in each box, and there will be 4 books left over. Since all 60 books need to be shipped, the remaining books will need to go in an eighth box that will not be completely full. *OR other valid process*
1	8 boxes are needed. OR 7 boxes are needed. To calculate, I used division: 60 divided by 8. The answer is 6 with a remainder of 4. That means that 6 boxes will be completely filled with 8 books in each box, and there will be 4 books left over. Since all 60 books need to be shipped, the remaining books will need to go in a seventh box that will not be completely full. *OR other valid process*
0	*Response is irrelevant, inappropriate, or not provided.*

4	The response achieves the following:
	• The response demonstrates a complete understanding of equivalent fractions.
	• Give 4 points if student response identifies 2 equivalent fractions AND correctly describes a model of a third equivalent fraction AND provides a clear understanding of why the fractions are equivalent.
	  • Response is correct and complete.
	  • Response shows application of a reasonable and relevant strategy.
	• Mathematical ideas are expressed coherently through a clear, complete, logical, and fully developed response using words, calculations, and/or symbols as appropriate.

3	The response achieves the following:
	• The response demonstrates a nearly complete understanding of equivalent fractions.
	• Give 3 points if student response indicates 1 error in any of the 3 parts OR 1 part is incomplete.
	  • Response is mostly correct, but contains either a computation error or an unclear or incomplete explanation.
	  • Response shows application of a relevant strategy, though it may be only partially applied or remain unexplained.
	• Mathematical ideas are expressed only partially using words, calculations, and/or symbols as appropriate.

2	The response achieves the following:
	• The response demonstrates a partial understanding of equivalent fractions.
	• Give 2 points if student response indicates 2 errors in any of the 3 parts OR 2 parts are incomplete.
	  • Response is only partially correct.
	  • Response shows application of a relevant strategy, though it may be only partially applied or remain unexplained.
	• Mathematical ideas are expressed only partially using words, calculations, and/or symbols as appropriate.

1	The response achieves the following:
	• The response demonstrates a minimal understanding of equivalent fractions.
	• Give 1 point if student response indicates 3 errors in any of the 3 parts OR all 3 parts are incomplete.
	  • Response is only partially correct.
	  • Response shows incomplete or inaccurate application of a relevant strategy.
	• Mathematical ideas are expressed only partially using words, calculations, and/or symbols as appropriate.

0	The response achieves the following:
	• The response demonstrates limited to no understanding of equivalent fractions.
	  • Response is incorrect.
	  • Response shows no application of a strategy.
	• Mathematical ideas cannot be interpreted or lack sufficient evidence to support even a limited understanding.

4	$\frac{2}{5}=\frac{4}{10}$ *OR other equivalent fractions* AND Equivalent fractions mean equal fractions. Even if the numbers in the numerator and denominator are different, two fractions can be equivalent because they represent the same value. The whole has to be the same size; otherwise you can't compare the fractions. When you divide a whole into smaller parts, the parts are smaller. *OR other valid process or explanation* AND Start with a rectangle that is the same size as the models. Divide the rectangle into 100 equal parts and shade 40 parts. *OR other valid equivalent fraction or description*
3	The student correctly answers two of the three parts.
2	The student correctly answers one of the three parts.
1	The student has one part partially correct.
0	*Response is irrelevant, inappropriate, or not provided.*

2	The response achieves the following: • A score of 2 indicates complete understanding of how to decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. • The student selects Choice (A), Choice (D), and Choice (E).
1sThe response achieves the following: • into a sum of fractions with the same denominator in mor fraction one way, recording each decomposition by n equation. • • The student selects hoice (D), aE, Chf frame f froutmposaddach date fraction • D), aE, Chf frame f froutmposaddach date fraction •	

2	The response achieves the following: • The response demonstrates a complete understanding of decomposing a sum of fractions. • Give 2 points for a response that identifies the correct equation and accurately explains why the decomposition is correct. • Response is correct and complete. • Response shows application of a reasonable and relevant strategy. • Mathematical ideas are expressed coherently through a clear, complete, logical, and fully developed( )TjEMCyemtplete. •
	• Response is correct and complete.ands why t,obut cont 1 seilairof • Response shows application of a reasonable and elevant strategy. • Mathematical ideas are expressed coherently through a clear, complete, logical, onl

2	The response achieves the following:
	• The response demonstrates a complete understanding of comparing decimals to the hundredths.
	• Give 2 points for a correct answer and a complete, correct explanation of how the decimals were compared.
	  • Response is correct and complete.
	  • Response shows application of a reasonable and relevant strategy.
	• Mathematical ideas are expressed coherently through a clear, complete, logical, and fully developed response using words, calculations, and/or symbols as appropriate.

1	The response achieves the following:
	• The response demonstrates a partial understanding of comparing decimals to the hundredths.
	• Give 1 point for choosing the correct answer for comparing the two decimals or a correct model to show how to compare the two decimals.
	  • Response is mostly correct, but contains either a computation error or an unclear or incomplete explanation.
	  • Response shows application of a relevant strategy, though it may be only partially applied or remain unexplained.
	• Mathematical ideas are expressed only partially using words, calculations, and/or symbols as appropriate.

0	The response achieves the following:
	• The response demonstrates limited to no understanding of comparing decimals to the hundredths.
	  • Response is incorrect.
	  • Response shows no application of a strategy.
	• Mathematical ideas cannot be interpreted or lack sufficient evidence to support even a limited understanding.

4	The response achieves the following:
	• The response demonstrates a complete understanding of classifying a two-dimensional figure by its characteristics.
	• Give 4 points if student response indicates four correct characteristics AND provides clear explanation/description/diagram of each characteristic.
	  • Response is correct and complete.
	  • Response shows application of a reasonable and relevant strategy.
	• Mathematical ideas are expressed coherently through a clear, complete, logical, and fully developed response using words, calculations, and/or symbols as appropriate.

3	The response achieves the following:
	• The response demonstrates a nearly complete understanding of classifying a two-dimensional figure by its characteristics.
	• Give 3 points if student response indicates three correct characteristics AND provides a clear explanation/description/diagram of each characteristic.
	  • Response is mostly correct, but contains either a computation error or an unclear or incomplete explanation.
	  •

1	The response achieves the following:
	• The response demonstrates a minimal understanding of classifying a two-dimensional figure by its characteristics.
	• Give 1 point if student response indicates at least one correct characteristic with explanation/description/diagram of each characteristic.
	  • Response is only partially correct.
	  • Response shows incomplete or inaccurate application of a relevant strategy.
	• Mathematical ideas are expressed only partially using words, calculations, and/or symbols as appropriate.

0	The response achieves the following:
	• The response demonstrates limited to no understanding of classifying a two-dimensional figure by its characteristics.
	  • Response is incorrect.
	  • Response shows no application of a strategy.
	• Mathematical ideas cannot be interpreted or lack sufficient evidence to support even a limited understanding.

4	Characteristic 1: It has four sides. Characteristic 2: It has four right angles. Characteristic 3: Its opposite sides are parallel. Characteristic 4: Its opposite sides have the same length. *OR other valid characteristics*
3	The student correctly answers three out of the four parts.
2	The student correctly answers two out of the four parts.
1	The student correctly answers one of the four parts.
0	*Response is irrelevant, inappropriate, or not provided.*

2	65 AND The angle is an acute angle because it measures less than 90 degrees. *OR other valid explanation*
1	65 OR The angle is an acute angle because it measures less than 90 degrees. *OR other valid explanation*
0	*Response is irrelevant, inappropriate, or not provided.*

2	The response achieves the following: • A score of 2 indicates complete understanding of the relative sizes of measurement units within one system of units. • The student determines that the correct answer for Part A is Choice (D). AND • The student determines that the correct answer for Part B is Choice (B).
1	The response achieves the following: • A score of 1 indicates a partial understanding of the relative sizes of measurement units within one system of units. • The student determines that the correct answer for Part A is Choice (D). OR • The student determines that the correct answer for Part B is Choice (B).
0	The response achieves the following: • A score of 0 indicates limited to no understanding of the relative sizes of measurement units within one system of units.

MGSE4.MD.1, MGSE4.MD.2, MGSE4.MD.3, MGSE4.MD.4, MGSE4.MD.5, MGSE4.MD.6, MGSE4.MD.7

Complete the following activities with a partner.

Use tools such as balances, scales, meter sticks, yardsticks, rulers, analog and digital clocks, and containers marked with cups, ounces, and liters to practice measuring objects or liquids in different units.

Make two conversion charts—one with customary units and one with metric units. Each chart should give rules for converting between at least 10 pairs of units in each system. Then choose one rule from each chart. Use each rule to record measurement equivalents in a two-column table. Then list each pair of equivalent measures as a number pair. For example, if you choose the rule for converting feet to inches, your number pairs might be (1, 12), (2, 24), (3, 36), etc.

Write at least five word problems that involve distances, intervals of time, liquid volumes, masses of objects, and money that can be solved using the four operations. At least two of the problems should involve simple fractions or decimals. Trade problems with another person and solve the problems you receive. Use diagrams in your solutions, when possible.

APPENDIX B: CONDITION CODES

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.

		• Blank • Student's response did not contain words. • In some instances, student may have drawn pictures.
		• Student's response is not his/her own work. • Student does not clearly attribute words to the text(s). • Student copies from the text(s) that serve(s) as writing stimulus.
		• Student's response is not long enough to evaluate his/her ability to write to genre or his/her command of language conventions.
		• Written in some language other than English • The writing items/tasks on the test require the student to write in English.
		• Student may have written something that is totally off topic (e.g., major portion of response is unrelated to the assigned task). • Student response did not follow the directions of the assigned task (i.e., off task).
		• Response is unreadable. • An illegible response does not contain enough recognizable words to provide a score. • 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.
		• Student uses inappropriate or offensive language or pictures.

END OF GRADE 4

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