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HO O E HI G IDE

Le ' e a ed!

* **Get it together!**

- This guide
- Pen or pencil
- Highlighter
- Paper

* **Gather materials**

- Classroom notebooks
- Textbooks

* **Study space**

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

* **Study time**

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

* **Study buddy**

- Work with a friend, sister, brother, parent—anyone who can help!
-

PREPARING FOR TAKING TESTS

Get ready!



OVERVIEW OF THE END-OF-GRADE ASSESSMENT

What End-of-Grade Assessments Are There?

- * English Language Arts (ELA)
- * Mathematics
- * Science
- * Social Studies

TYPES OF ITEMS

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

* **Extended writing prompt**

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

DEPTH OF KNOWLEDGE

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

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

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

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

Level 1 (Recall of Information)

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

Level 2 (Basic Reasoning)

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

Level 3 (Complex Reasoning)

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

Level 4 (Extended Reasoning)

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

Level 3—Complex Reasoning

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

Skills Demonstrated	Question Cues
<ul style="list-style-type: none"> • Solve an open-ended problem with more than one correct answer • Create a pattern • Generalize from given facts • Relate knowledge from several sources • Draw conclusions • 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 	<ul style="list-style-type: none"> • 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—Extended Reasoning

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

Skills Demonstrated	Question Cues
<ul style="list-style-type: none"> • Analyze and synthesize information from multiple sources • Examine and explain alternative perspectives across a variety of sources • Describe and illustrate how common themes are found across texts from different cultures • • 	

ENGLISH LANGUAGE ARTS (ELA)

DESCRIPTION OF TEST FORMAT AND ORGANIZATION

The Grade 5 English Language Arts (ELA) EOG assessment has a total of 60 items.

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

The test will be given in three sections.

- Section 1 will be given on Day 1. You will be given a maximum of 90 minutes to complete the section.*
- Sections 2 and 3 will be given over one or two days. You may have up to 75 minutes to complete each section.

CONTENT

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

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

- Reading and Vocabulary
- Writing and Language

There are two kinds of texts—fiction (including stories and poems) and informational text.

There are two kinds of essays—an opinion essay and an informational or explanatory essay.

Students will also write extended constructed responses that use narrative techniques such as completing a story, writing a new beginning, or adding dialogue. (Item 5 on page 29 gives an example of a prompt that requires a narrative response.)

ITEM TYPES

The English Language Arts (ELA) portion of the Grade 5 EOG assessment consists of selected-response (multiple-choice), technology-enhanced (multiple-select or two-part questions), constructed-response, extended constructed-response, and extended writing-response items.

* 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.

Read the article “Making Hockey Safer” and answer example items 2 and 3.

Making Hockey Safer

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

History

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

Present

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

The Future

Each year, experts try to make hockey safer. Some of their attempts are successful, while others are not. Clearly, the league and the players need to work together to make the game safer. The debate continues over how much protection is enough.

Example Item 2

Selected-Response

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

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

Genre: Informational/Explanatory

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

Which sentence from the article BEST supports the idea that the league now has a stronger focus on safety?

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

Correct Answer: C

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

Scoring Rubric

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

Exemplar Response

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

As you read the passages, think about what details from the passages you might use in your opinion essay.

The Wind Energy Trap

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

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

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

Energy from wind is also inconvenient. Windy conditions don't always match up with the need for electricity. For example, winds might increase at night when the demand for electricity is less. When people are sleeping, they don't need as much power.

Wind farms are more likely to be located in rural areas, away from large groups of people. But these large populations are the ones who need the extra energy. The only way to get that energy to the city is to build transmission lines, which are cables that let electricity move from one place to another. This is very expensive and time-consuming. Spending money to transmit or send wind power erases any savings wind power may have created.

Wind farms also require a large amount of space. You can't just put a wind farm anywhere. For instance, a hilly area might have trouble catching wind, as the hills break up the airflow. Some farmers don't want wind farms taking up valuable acres of land. Others do not like the look of wind farms. To please both groups, wind farms would need to be moved to areas with no people. There again, the cost of installing lines to send the power to a city would not make sense.

While wind energy may have some benefits, the costs are too big to ignore. People do not want the noise pollution. Birds fly into the tall structures. The energy is not always available when needed. Perhaps most importantly, few people want wind farms on their land. It is clear that wind is not the answer to our energy needs.

Winning with Wind

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

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

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

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

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

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

Wind energy is produced in the United States. Any energy this country creates and keeps is less energy that it has to buy from other countries. It allows the United States to rely more on itself for energy. That saves money.

When you study each energy source and weigh the pros and cons, the clear winner is wind. It is an available resource. It can be harnessed easily. It keeps energy costs low and does not pollute Earth.

Now that you have read “The Wind Energy Trap” and “Winning with Wind,” create a plan for and write your opinion essay.

Writing Task

Think about both sides of the discussion as presented in the passages, and then write an **opinion essay** supporting either side of the debate about the use of wind energy. Explain your opinion, and give reasons to support it.

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

Be sure to:

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

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

KEY TERMS

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

Character: A person or thing that plays a part in the events of a story. (RL3)

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

Plot: The events in the beginning, middle, and end of the story. (RL3)

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

Inference: To infer means to come to a reasonable conclusion based on evidence found in the text. (RL1)

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

Theme: The theme of a literary text is its lesson or message. For example, if a story is about a student who gets made fun of and has no one to play with until another student decides to befriend him or her, the theme may be bullying. (RL2)

Compare vs. contrast: Though similar, comparing is analyzing two things such as characters or stories in relation to each other, while contrasting is specifically analyzing the *differences* between two things such as two different characters or stories. (RL3)

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

Examples of figurative language are similes and metaphors. **Similes** make a comparison using a linking word such as *like*, *as*, or *than*. (Her shirt was as green as the grass.) A **metaphor** makes a comparison without a linking word; instead of one thing being *like* another, one thing *is* another. If someone describes recess by saying “It was a zoo,” he or she is using a metaphor. Recess was chaotic with lots of different people running around; it was not literally a zoo. (RL4)

Point of view: The perspective from which a story is told. The point of view depends upon who the narrator is and how much he or she knows. The point of view could be first person (

And he kept on getting still more pets; and of course it cost a lot to feed them. And the money he had saved up grew littler and littler.

Then he sold his piano, and let the mice live in a bureau-drawer. But the money he got for that too began to go, so he sold the brown suit he wore on Sundays and went on becoming poorer and poorer.

And now, when he walked down the street in his high hat, people would say to one another, "There goes John Dolittle, M.D.! There was a time when he was the best known doctor in the West Country—Look at him now—He hasn't any money and his stockings are full of holes!"

But the dogs and the cats and the children still ran up and followed him through the town—the same as they had done when he was rich.

Item 1

Selected-Response

Based on the information in paragraphs 6 and 7, choose the sentence that BEST describes Dr. Dolittle.

- A. He does not like the people who live in his small town.
- B. He feels more appreciated by animals than patients.
- C. He is happier being around animals than people.
- D. He resents his sister for not taking his side.

Item 2**Selected-Response**

How do these sentences support a main idea of the story?

Then he sold his piano, and let the mice live in a bureau-drawer. But the money he got for that too began to go, so he sold the brown suit he wore on Sundays and went on becoming poorer and poorer.

- A. They teach that even the rich can become poor.
- B. They teach how to be resourceful when times are tough.
- C. They show that the Doctor's priority is to care for his animals.
- D. They show why the Doctor now regrets the decisions he made.

Item 3**Multi-Part Technology-Enhanced**

This question has two parts. First, answer part A. Then, answer part B.

Part A

Which word BEST describes how Sarah Dolittle feels about her brother?

- A. proud
- B. annoyed
- C. confident
- D. disappointed

Part B

Which sentence from the passage BEST supports the answer in part A?

- A. The house he lived in, on the edge of the town, was quite small; but his garden was very large and had a wide lawn and stone seats and weeping-willows hanging over.
- B. His sister, Sarah Dolittle, was housekeeper for him; but the Doctor looked after the garden himself.
- C. His sister used to grumble about all these animals and said they made the house untidy.
- D. And the money he had saved up grew littler and littler.

Item 4

Constructed-Response

Analyze how the public's opinion of Doctor Dolittle changes throughout the story and how that change reveals the theme.

Unit 2: Reading Informational Text

READING PASSAGES: INFORMATIONAL TEXT

CONTENT DESCRIPTION

The informational and explanatory passages in the English Language Arts test can be used to determine central ideas, write an objective summary, analyze ideas, and provide supporting text evidence.

Key Ideas and Details

- Read closely to know exactly what the text says.
- Look for details that tell what the text is about.
- Use those details when writing or speaking about the text.
- Look for the central ideas in the text.
- Summarize the important details and ideas in the text.
- Think about how ideas develop and work together in the text.

Structure

- Make sure you understand the words in the text.
- Use a dictionary, thesaurus, or glossary to help you with words that are new.
- Look at how the parts of the text work with each other.
- Think about the author's point of view or purpose in the text.

Understanding the Text

- Think about the story and visualize, or make a mental picture, as you read.
- Think about the text and its message.
- Look for details or evidence in the text.

Item 6

Selected-Response

Which sentence **BEST** states a main idea of the article?

- A. People should be aware of their needs and limits before adding a pet to their families.
- B. Busy families should consider cats or other animals that do not need much care.
- C. Animal shelters provide the best variety of animals to choose from.
- D. Pets are a big responsibility but also a great joy.

Item 7

Selected-Response

Which word **BEST** expresses the meaning of **a** in the sentence?

Owners will also need to pay for various expenses.

- A. large
- B. many
- C. required
- D. unplanned

Item 8

Constructed-Response

How does the author support the idea that there are many things to consider before buying a pet?

Be sure to include details from the text that clearly show how the author develops this idea. Write your answer on the lines provided.

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

Item 9

Constructed-Response

What is the author’s purpose for discussing animal shelters?

Include details from the text to support your answer. Write your answer on the lines provided.

A large rectangular box containing 20 horizontal lines for writing a response.

Unit 3: Writing Opinion Texts

CONTENT DESCRIPTION

The opinion passages in the English Language Arts test help you develop opinions and support a point of view on a topic. In your writing, use evidence, examples, quotations, and reasons to develop and support your opinion.

Puru (0)Tj/CS0 cs 0 0 0 1 scn/GS0 gs/T1_1 1 Tj/Span<</ActualText<FE20222E>>> BDCw 11

KEY TERMS

Point of view:

Sample Items 10–13

[NOTE: The structure of the practice items for this unit and for Unit 4 is as it appears on the Georgia Milestones End-of-Grade assessment: 1) multiple-choice questions (three on the actual test); 2) a

As you read the passages, think about what details from the passages you might use in your opinion essay.

So-Called "Healthier" School Lunches

Dear Editor,

I was so excited to hear that our local schools would finally be serving more healthy lunches. For years I have felt guilty for allowing my kids to eat the processed foods offered by the school lunch program. Sadly, it seems that the new guidelines have not made much of a difference. Kids are still eating chicken nuggets, fish sticks, and pizza every month. Some of the fruits and vegetables that are supposed to be so healthy come from cans. They are not the fresh and healthy produce I was expecting.

Another problem with new guidelines is the portion sizes. Kids are given a calorie maximum based on their age, without taking into account their different sizes and needs. A 220-pound high school football player doing two-a-day practices is getting the same amount of food as smaller kids or kids who are not as active. That hardly seems fair.

Both of my children have told me that they are hungry all day. One of my children has lunch at 10:45 a.m., and that is supposed to last until school is over at 3:15? My kids hunt for junk food every day right after school. I know that many schools are struggling to meet these guidelines, but they have to do better than this.

I have no choice but to send my children to school with packed lunches. This way I can control the portions myself. I can also be sure that they have fresh, not processed, fruits and vegetables every day.

Frustrated with food,

Palmer Ross

Item 10

Selected-Response

Which sentence would be BEST to add to the last paragraph of “So-Called ‘Healthier’ School Lunches” as the concluding sentence?

I have no choice but to send my children to school with packed lunches. This way I can control the portions myself. I can also be sure that they have fresh, not processed, fruits and vegetables every day.

- A. It is not too late to take control of our children’s health.
- B. Some canned fruits are loaded with sugar and preservatives.
- C. We cannot leave it up to our children to make the right food choices.
- D. If we buy fruits and vegetables when they are in season, we can also save money.

Item 11

Selected-Response

Which sentence should be added to the beginning of this paragraph from “Bravo for Making Kids Healthier” to BEST support the writer’s opinion?

There are so many distractions like the Internet, video games, and smart phones. Real foods like vegetables and fruits will help students focus in class. It will help them feel healthier and have more energy to be active.

- A. Unhealthy foods add to the challenges kids face in school today.
- B. Sugary snacks and lack of exercise make it harder for kids to sit still.
- C. It is not fair to expect kids to focus on schoolwork without giving them snacks.
- D. Smart phones and other distractions are the reason why kids do not pay attention.

Item 12

Constructed-Response

Explain how the author of "So-Called 'Healthier' School Lunches" supports the idea that the new school lunch guidelines are not working.

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

A large rectangular box containing 25 horizontal lines for writing the response.

Item 13

Extended Writing-Response

Now that you have read “So-Called ‘Healthier’ School Lunches” and “Bravo for Making Kids Healthier” and answered some questions about what you have read, create a plan for and write your opinion essay.

WRITING TASK

You will read about the controversy over new school lunch guidelines. What are the benefits and drawbacks of these guidelines? You will write an **opinion essay** in your own words about the new guidelines.

Think about both sides of the discussion as presented in the passages, and then write an **opinion essay** supporting either side of the debate about the new school lunch plan. Explain your opinion, and give reasons to support it.

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

Be sure to:

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

Unit 4: Writing Informational/Explanatory Texts

CONTENT DESCRIPTION

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

Text Types and Purposes

- Write informational/explanatory texts to state ideas and information clearly and accurately.
- Use the best details, organize them, and explain them when necessary.

Production and Distribution of Writing

- Produce writing with organization and style that fits the task, purpose, and audience.
- Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to produce and share writing.

Audience, Purpose, and Voice

- As you write, remember who your audience will be.
- Make sure your writing is appropriate. Watch your tone, style, and voice.
- Remember, you are writing for a purpose—think about *what* you are writing and *why*.

Range of Writing

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

Scoring Rubrics

- Scoring rubrics can be found beginning on page 67. You may find it helpful to read and discuss these with a parent or another adult.
- The rubrics show you what is needed to produce a strong piece of writing.
- Rubrics are important to understand. They tell you what to add to your writing.
- Writing on the EOG assessment will be scored using these rubrics.

KEY TERMS

Informational/explanatory texts are pieces of writing that inform or explain something to the reader. (W2D)

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

Transition: 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 “in contrast,” “in addition,” “especially,” and “consequently.” (W2c)

Conclusion: The end of a piece of writing is the conclusion. The conclusion should sum up the main purpose of the writing and provide an overall takeaway for the reader. (W2e)

Formatting: 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)

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

Organization: In writing, the organization of text helps us to convey complex 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 depending on their purpose or audience. (W4)

I a T

Sample Items 14–17

[NOTE: The structure of the practice items for Unit 4 appears as follows 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.]

Read two articles, “Fast Freddy’s Grill” and “Farm Fresh,” and answer questions 14 through 17.

Fast Freddy’s Grill

Welcome to Wilford’s newest fast-food restaurant, Fast Freddy’s Grill. We bring you perfectly grilled burgers every time, in no time. All our meat comes from local ranchers and has no added hormones or antibiotics, so you can feel good about indulging.

We have something for everyone at Fast Freddy’s Grill. Start with a patty made from fresh beef or turkey. Pile it high with your choice of six cheeses and a bevy of vegetables to transform your burger into your own unique creation. Vegetarians can enjoy our veggie burgers made from black beans, quinoa, and our special blend of spices.

Our critics complain that we lack choices in our menu. We may not have the variety of other restaurants, but that’s because we specialize in burgers. We put all our energy into perfecting them

Item 14

Selected-Response

Unit 5: Language

CONTENT DESCRIPTION

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

Language

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

Conventions of Standard English

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

Style

- 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.

KEY TERMS

Grammar: The set of rules for language. (L1e)

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

Style: The personality of the writing and how you say things. (L3a)

Context clues: The words, facts, or ideas in a text that explain another word. (L4a)

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

Verb tense: Variation in a verb to express different periods of time or how long an action lasts. Verb tenses include past, present, future, conditional, and perfect. (L1c)

Conjunction: A word that joins together different sentences, clauses, or phrases. Examples of conjunctions are *with*, *and*, *but*, and *although*. (L1a)

Preposition: A word or phrase that is used to show direction, location, or time. Examples of prepositions are *on*, *in*, *around*, *by*, *through*, *over*, and *behind*. (L1a)

Interjection: A word or phrase that expresses sudden or strong feelings. Examples of interjections are *oh*, *alas*, and *wow*. (L1a)

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

Context: 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, *He threw the basketball up high from midcourt and sunk it through the hoop for two points*, the meaning is clear. (L4a)

Synonyms: Words that have the same meaning. *Small* and *little* are synonyms. (L5c)

Antonyms: Words that have opposite meanings. *Small* and *large* are antonyms. (L5c)

Homographs: Words that are spelled the same but have different meanings. A *bow* to put in a girl's hair and a *bow* that is used to shoot an arrow are homographs. In the case of homographs, **context** becomes especially important. (L5c)

Idioms: Quirky sayings and expressions specific to a language. If a saying seems unfamiliar or is not understood, it may be an idiom that needs to be researched. (L5b)

I a T

Item 20**Selected-Response**

Which revision of sentence 3 makes the verb tense consistent with the rest of the paragraph?

(1) Animals need to visit their doctors regularly. (2) Veterinarians administer shots regularly to keep pets healthy. (3) They also check pets' teeth, just like dentists, to make sure they had no dangerous plaque. (4) Veterinarians can even provide grooming services to keep your pet's nails at a comfortable length.

- A. They also would check pets' teeth, just like dentists, to make sure they had no dangerous plaque.
- B. They also checked pets' teeth, just like dentists, to make sure they have no dangerous plaque.
- C. They also check pets' teeth, just like dentists, to make sure they have no dangerous plaque.
- D. They also check pets' teeth, just like dentists, to make sure they had no dangerous plaque.

Item 21**Selected-Response**

Which sentence uses the underlined word as a preposition?

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

Level

Level

Item	Standard/ Element/ Genre	DOK Level	Correct Answer	Explanation
7	ELAGSE5RI4 Informational/ Explanatory	2	B	The correct answer is choice (B) many. A list of several expenses follows the sample sentence. Choice (A) is incorrect because not all expenses are large, like collars and leashes. Choice (C) is incorrect because not all expenses are needed (e.g., training is not required). Choice (D) is incorrect because some of these expenses, like vet visits, would be planned.
8	ELAGSE5RI8 Informational/ Explanatory	3	N/A	See scoring rubric and sample response on page 61.
9	ELAGSE5RI3 Informational/ Explanatory	3	N/A	See scoring rubric and sample response on page 62.
10	ELAGSE5W1d	2	A	The correct answer is choice (A) It is not too late to take control of our children’s health. In the passage, the father is regaining control by packing lunches for his children. Choice (B) is incorrect because it is another detail. Choice (C) is incorrect because it shifts the attack onto the children. Choice (D) is incorrect because the purpose of the paragraph is not related to money.
11	ELAGSE5W1a	2	A	The correct answer is choice (A) Unhealthy foods add to the challenges kids face in school today. It is correct because it introduces the main topic of the paragraph. Choices (B), (C), and (D) are incorrect because they are supporting details.
12	ELAGSE5RI2 Informational/ Explanatory	3	N/A	See scoring rubric and sample response on page 63.
13	ELAGSE5W1	4	N/A	See scoring rubric beginning on page 72 and sample response on page 64.
14	ELAGSE5W2a	2	C	The correct answer is choice (C) Customize Your Burger. The focus of the paragraph is making the burger uniquely yours. Choice (A) is incorrect because the toppings are not unique. Choice (B) is incorrect because the vegetarian options are not part of the main idea. Choice (D) is incorrect because that detail is focused on in another paragraph.

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

Item 4

Scoring Rubric

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

Exemplar Response

Points Awarded	Sample Response
2	<p>In the beginning, the public admires Doctor Dolittle. When he is seen in town, ". . . everyone would say, 'GS10 149.8 cm0 0 m59.25 0 ISQq 1 0 0 1 110.25 149.8 cm0 0 (ActNL(!)25 7He25 2tual . everyone him 2 1DsaSpan/Sp n/Srich 'GS10 149.8 cm0 0 m59.25 0 ISQq 1 0 0 1 110.Thpan.364 Td(Tvea-1.4)T would say, -Actual--333(2)Tj1n<</Actual5.9dt<FEFF00(Whe)TJT*opint</p>

Item 8

Scoring Rubric

Points	Description
2	<p>The exemplar shows a full-credit response. It achieves the following:</p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to support an idea and determine the reasons and evidence that support a particular point in a text • Includes specific examples/details that make clear reference to the text • Adequately explains an idea or gives an explanation of its development with clearly relevant information based on the text
1	<p>The exemplar shows a 1-point response. It achieves the following:</p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to support an idea and determine the reasons and evidence that support a particular point in a text • Includes vague/limited examples/details that make reference to the text • Explains an idea or gives an explanation of its development with vague/limited information based on the text
0	<p>The exemplar shows a response that would earn no credit. It achieves the following:</p> <ul style="list-style-type: none"> • Gives no evidence of the ability to support an idea or determine the reasons and evidence that support a particular point in a text

Exemplar Response

Points Awarded	Sample Response
2	<p>The author instructs readers to consider several things before buying a pet. First, they have to be prepared for a long-term commitment. To support this, the author points out that pets will need love, attention, food, and exercise for the rest of their lives. Families must be prepared to make this promise. The author also points out the costs of pet ownership. The author supports this by identifying some of the common costs. These include vet visits, special food, training, and collars and leashes. The author also warns people to think about the amount of time they have to spend on a pet. Some pets need more exercise than others. Puppies need more attention and training than older dogs.</p>
1	<p>The author claims that people need to think about several things before they buy a pet. Pets cost money. People should be able to afford vet visits and supplies.</p>
0	<p>Pets benefit from humans, but humans benefit from pets, too. Pets make you happy. They lower stress.</p>

Item 12

Scoring Rubric

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

Exemplar Response

Points Awarded	Sample Response
2	<p>The author supports the idea that new school lunch guidelines aren't working by providing examples from his children's school. For example, he shares that his kids are still eating processed foods like pizza and chicken nuggets. He also describes the unfairness of the guidelines. He says, "Kids are given a calorie maximum based on their age, without taking into account their different sizes and needs. A 220-pound high school football player doing two-a-day practices is getting the same amount of food as smaller kids or kids who are not as active." This supports the idea that the guidelines aren't working, because they don't take into account individuals. They focus on age-based groups. Finally, he concludes the letter by admitting that the guidelines are so bad, he is sending lunches with his kids. This</p>

Item 13

The following is an example of a seven-point response. See the seven-point, two-trait rubric for a text-based opinion response on pages 72 and 73 to see why this example would earn the maximum number of points.

Example of a Seven-Point Response:

Although schools are taking steps in the right direction, the new school lunch guidelines are not working. For them to work, the guidelines must provide fresh and healthy foods. More has to be done to help kids get easy access to healthy foods every day.

text-based .e

Item 16

Scoring Rubric

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

Exemplar Response

Points	

Item 17

Scoring Rubric

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 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.

Seven-Point, Two-Trait Rubric

Genre: Opinion or Informational/Explanatory

A two-trait rubric, on the other hand, evaluates two major traits, which are conventions and ideas. On the Georgia Milestones EOG assessment, a two-trait rubric contains two scales, one for each trait, ranging from zero to 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 5 English Language Arts (ELA) EOG assessment.

Four-Point Holistic Rubric

Genre: Narrative
(continued)

Writing Trait	Points	Criteria
<p><i>This trait examines the writer's ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.</i></p>	2	<p><i>The student's response is an incomplete or oversimplified narrative based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Introduces a vague situation and at least one character • Organizes events in a sequence but with some gaps or ambiguity • Attempts to use a narrative technique, such as dialogue or 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*
	1	<p><i>The student's response provides evidence of an attempt to write a narrative based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Response is a summary of the story • Provides a weak or minimal introduction of a situation or a character • May be too brief to demonstrate a complete sequence of events • Shows little or no attempt to use dialogue or description to develop experiences and events or show the responses of characters to situations • Uses words that are inappropriate, overly simple, or unclear • Provides few, if any, words that convey experiences or events • Provides a minimal or no conclusion • May use few, if any, ideas or details from source material • Has frequent major errors in usage and conventions that interfere with meaning*
	0	<p><i>The student's response is flawed for various reasons and will receive a condition code:</i></p> <p>The condition codes can be found on page 211 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 2 for Informational/Explanatory Genre

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

*Note: 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
<p>Idea Development, Organization, and Coherence</p> <p><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</i></p>		

Seven-Point, Two-Trait Rubric

Trait 2 for Opinion Genre

Writing Trait	Points	Criteria
Language Usage and Conventions <i>This trait examines the writer's ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.</i>	3	<i>The student's response demonstrates full command of language usage and conventions.</i> <ul style="list-style-type: none"> • Has clear and complete sentence structure, with appropriate range and variety • Shows command of language and its conventions when writing • Any errors in usage and conventions do not interfere with meaning*
	2	<i>The student's response demonstrates partial command of language usage and conventions.</i> <ul style="list-style-type: none"> • Has complete sentences, with some variety • Shows some knowledge of language and its conventions when writing • Has minor errors in usage and conventions with no significant effect on meaning*
	1	<i>The student's response demonstrates weak command of language usage and conventions.</i> <ul style="list-style-type: none"> • Has fragments, run-ons, and/or other sentence structure errors • Shows little knowledge of language and its conventions when writing • Has frequent errors in usage and conventions that interfere with meaning*
	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 211 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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DESCRIPTION OF TEST FORMAT AND ORGANIZATION

The Grade 5 Mathematics EOG assessment consists of a total of 73 items.

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

The test will be given in two sections.

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

Example Item 2

Constructed-Response

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

Mathematics Grade 5 Content Domain: Operations and Algebraic Thinking.

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

Evaluate these two expressions.

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

b) $7 + 5 \times 4$

Part A: Which expression has a greater value—a or b?

Correct Answer: a

Part B: Explain why this expression has a greater value.

<hr/> <hr/>

Explanation of Correct Answer: The correct answer is choice (a). This expression has a value of 48, which is greater than choice b, which has a value of 27. Expression (a) has parentheses around 7 and 5, so you have to add these numbers first to find a sum of 12. Next you multiply the sum 12 by 4. The total value is 48. For the second expression, there are no parentheses. The order of operations states that you perform operations in parentheses first. If there are no parentheses in an expression, multiplication comes before addition. For expression (b), you must multiply 5 times 4, which is 20. Next you add 7, which is a total of 27.

Scoring Rubric

Points	Description
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • Response demonstrates a complete understanding of how to evaluate multi-step expressions with and without parentheses. • Give 2 points for a correct response and a valid process. <ul style="list-style-type: none"> • 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	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • Response demonstrates a partial understanding of how to evaluate multi-step expressions with and without parentheses. • Give 1 point for a correct response but no valid process, or give one point for a calculation mistake made in an otherwise correct process. <ul style="list-style-type: none"> • 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	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates no understanding of how to evaluate multi-step expressions with and without parentheses. <ul style="list-style-type: none"> • Response shows no application of a strategy. • Mathematical ideas cannot be interpreted or lack sufficient evidence to support even a limited understanding.

Exemplar Response

Points Awarded	Sample Response
2	<p>a; This expression has a value of 48, which is greater than the value of b, which is 27. Expression a has parentheses around 7 plus 5, so you have to add these numbers first to find a sume va -1.4551h to add0 g6etratepthen hadd these by 4numbers first</p> <p>essd0 g6es. Awarde1</p>

Example Item 3

Extended Constructed-Response

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

Mathematics Grade 5 Content Domain: Use equivalent fractions as a strategy to add and subtract 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 $\frac{3}{7} < \frac{1}{2}$.

Use the fraction bars to help you solve the problem.

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

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

Part A: How much more than one cup is Anita's mixture of water and vegetable oil?

Correct Answer: Adding $\frac{1}{3}$ and $\frac{3}{4}$ is the same as adding $\frac{4}{12}$ and $\frac{9}{12}$ because $\frac{1}{3} = \frac{4}{12}$ and $\frac{3}{4} = \frac{9}{12}$. $\frac{4}{12} + \frac{9}{12} = \frac{13}{12}$ and $\frac{13}{12} = 1 \frac{1}{12}$ which is $\frac{1}{12}$ more than 1 cup.

Part B: How could Anita know, without measuring, that $\frac{1}{3}$ cup of water and $\frac{3}{4}$ cup of oil together is less than 2 cups?

Correct Answer: Both $\frac{1}{3}$ and $\frac{3}{4}$ are each less than 1, so their sum must be less than 2.

Part C: How much less than 2 is the sum of $\frac{1}{3}$ and $\frac{3}{4}$?

Correct Answer: $2 = \frac{24}{12}$ and $1\frac{1}{3} = \frac{13}{12}$, so $\frac{24}{12} - \frac{13}{12} = \frac{11}{12}$.

Scoring Rubric

Points	Description
3	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates a complete understanding of using benchmark fractions and number sense to estimate mentally and assess the reasonableness of answers when solving a real-world problem involving fraction addition. • Give 3 points for 3 parts answered correctly. <ul style="list-style-type: none"> • 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.
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates a good understanding of using benchmark fractions and number sense to estimate mentally and assess the reasonableness of answers when solving a real-world problem involving fraction addition. • Give 2 points for 2 out of 3 parts answered correctly or for making 1 error in any of the 3 parts. <ul style="list-style-type: none"> • 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.
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates a limited understanding of using benchmark fractions and number sense to estimate mentally and assess the reasonableness of answers when solving a real-world problem involving fraction addition. • Give 1 point for 1 out of 3 parts answered correctly or for making 2 errors in any of the 3 parts. <ul style="list-style-type: none"> • 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	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates no understanding of using benchmark fractions and number sense to estimate mentally and assess the reasonableness of answers when solving a real-world problem involving fraction addition. <ul style="list-style-type: none"> • Response shows no application of a strategy. • Mathematical ideas cannot be interpreted or lack sufficient evidence to support even a limited understanding.

Exemplar Response

Points Awarded	Sample Response
3	Part A: Adding $\frac{1}{3}$ and $\frac{3}{4}$ is the same as adding 4

MATHEMATICS CONTENT DESCRIPTION AND ADDITIONAL SAMPLE ITEMS

In this section, you will find information about what to study in order to prepare for the Grade 5 Mathematics EOG assessment. This includes main ideas 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.

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

CONTENT DESCRIPTION

- Develop an understanding of addition and subtraction of fractions and of the multiplication and division of fractions in limited cases.
- Divide with two-digit divisors, integrate decimals into the place value system, and develop an understanding of operations with decimals to the hundredths.
- Develop an understanding of volume, and be able to convert like measurement units within a given system.
- Graph points on a coordinate plane, and extend your understanding of classifications of two-dimensional figures.
- Write and interpret numerical expressions and analyze patterns and relationships.

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✍ Look at each multiplication and division equation individually to determine the best strategy to use when solving. The standard algorithm can be used. A model can also be used including Rectangular Arrays, Area Models, Lattice Methods, Partial Products, and Fair-Sharing models.

Sample Items 1–4Item 1

Constructed-Response There are 14 students making sculptures with craft sticks. There are 644 craft sticks in a box. Each student gets an equal number of craft sticks.

Part A: Explain each step needed to determine the maximum number of craft sticks that each student can get.

Part B: How does the equation model the problem and what number should go in the box?

Item 2

Selected-Response

Which expression has a total value of 40?

- A. $3 + 2 \times (13 - 5)$
- B. $3 + 2 \times 13 - 5$
- C. $(3 + 2) \times (13 - 5)$
- D. $(3 + 2) \times 13 - 5$

Item 3

Constructed-Response

Rita wants to find the number that is **3 e a a e a e f 5 a d 7**.

She writes this expression: $3 \times 5 + 7$.

Part A: Explain why Rita cannot use this expression to find the number.

Part B: How could Rita change the expression to find the correct number?

Item 4**Multi-Part Technology-Enhanced****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

Unit 2: Decimals

In this unit, you will work with decimals. You will add and subtract decimal numbers, compare decimal numbers, and use place value to determine the numerical value of a number. You will also learn about expanded notation and rounding numbers.

KEY TERMS

A **decimal** is another way to write a **fraction**. Both a decimal and a fraction show a value that is between whole numbers. For example, $\frac{1}{2}$ or 0.5 is a value between the whole numbers 0 and 1. (NBT.7)

Decimal point: A marker to indicate the value of each digit in a number. Digits on the left of the decimal point indicate whole units (ones, tens, hundreds). Digits to the right of the decimal point indicate fractions, or parts, of a unit (tenths, hundredths, thousandths). (NBT.3)

Place value is the numerical 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 $\frac{1}{10}$

Addition and **subtraction** of decimal numbers require close attention to the place value of each digit. Operations must be completed on the digit in the same location such as adding the tenths place in one number with the tenths place in another number. Models such as area models and place value charts can be used as a visual representation of the problem while solving. (NBT.7)

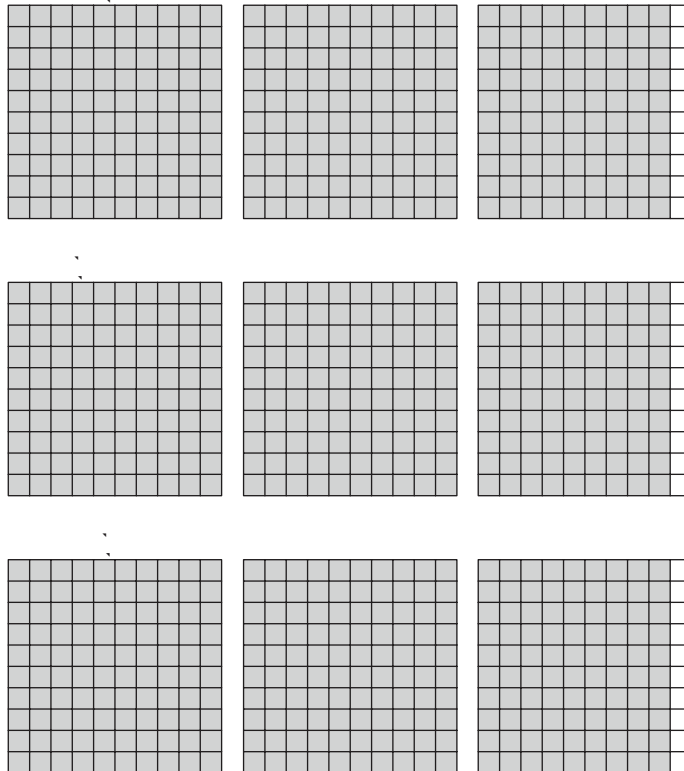
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Sample Items 5–8

Item 5

Extended Constructed-Response

Miguel, Jane, and Robert rode 8.7 miles in a bike relay race. They each rode the same distance. Jane shaded the models shown to determine how many miles each person rode. Each hundred model stands for 1 mile.



Part A: What is the total number of miles each person rode?

Part B: Explain how the models illustrate the problem and answer.

Item 6

Selected-Response

Which shows the decimal form for this expression?

$$8 \times \left(\frac{1}{10}\right) + 3 \times \left(\frac{1}{100}\right) + 9 \times \left(\frac{1}{1000}\right)$$

- A. 0.0839
- B. 0.839
- C. 8.39
- D. 83.9

Item 7

Selected-Response

What is 5.816 rounded to the nearest tenth?

- A. 5.8
- B. 5.82
- C. 5.9
- D. 6.00

Item 8

Multi-Part Multi-Select Technology-Enhanced

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

Unit 3: Multiplying and Dividing with Decimals

In this unit, you will continue to work with decimals. You will multiply and divide with decimals. You will use estimation and work with models like rectangular arrays and area models.

KEY TERMS

A **decimal** is another way to write a **fraction**. Both a decimal and fraction show a value that is between whole numbers. For example,

Sample Items 9–11

Item 9

Selected-Response

Hannah multiplies 0.542 by powers of 10.

$$0.542 \times 10^1 = 5.42$$

$$0.542 \times 10^2 = 54.2$$

$$0.542 \times 10^3 = 542$$

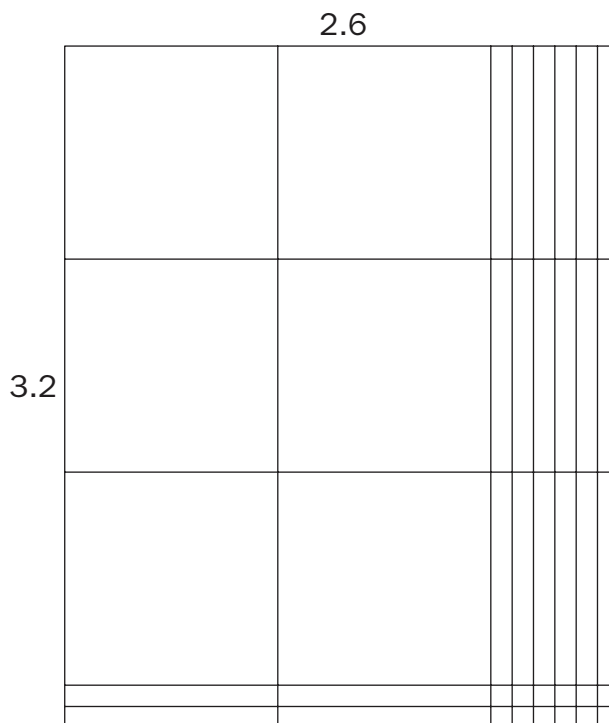
$$0.542 \times 10^4 = 5,420$$

By what power of 10 would Hannah multiply 0.542 to get a product of 5,420,000?

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

Item 10

Selected-Response

The area model illustrates the product of 2.6×3.2 .

What is the product?

- A. 6.232
- B. 7.8
- C. 8.32
- D. 9.6

Item 11

Selected-Response

Ted is using a model to find the quotient of $6.9 \div 2.3$. He starts by modeling the dividend, 6.9, as shown.

Unit 4: Adding, Subtracting, Multiplying, and Dividing Fractions

In this unit, you will work with fractions. You will practice adding, subtracting, multiplying, and dividing fractions. You will work with fractions that have common and uncommon denominators, as well as equivalent fractions. You will use fraction models, number lines, and other visual models.

KEY TERMS

A **fraction** represents the division of two numbers. (NF.3) The dividend of the expression becomes the **numerator**, and the divisor becomes the **denominator**. (NF.3) The fraction often represents a value between two whole numbers. (NF.2)

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

Before adding or subtracting fractions, find a **common denominator**. If the fractions in the equation have **unlike denominators**, replace each fraction with **equivalent fractions** that have the same denominator. (NF.1)

After creating a common denominator, **add**

Sample Items 12–14**Item 12**

Selected-Response

A teacher has a 60-pound bag of sand. She pours all the sand into 8 buckets. She puts an equal amount of sand in each bucket. What is the total amount of sand in each bucket?

- A. $\frac{2}{15}$ pounds
- B. $6\frac{1}{2}$ pounds
- C. $7\frac{1}{2}$ pounds
- D. $8\frac{1}{2}$ pounds

Item 13

Selected-Response

What is the difference of these fractions?

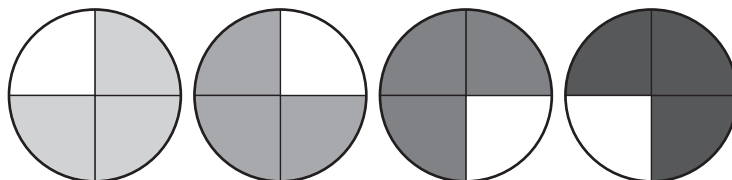
$$1\frac{5}{8} - \frac{2}{3}$$

- A. $\frac{2}{24}$
- B. $\frac{16}{24}$
- C. $\frac{23}{24}$
- D. $\frac{11}{5}$

Item 14

Selected-Response

Four students each draw a circle. They each shade $\frac{3}{4}$ of their circles, as shown.



Which equation shows how much of the circles are shaded altogether?

A. $4 \times \frac{1}{4} = \frac{4}{4} = 1$

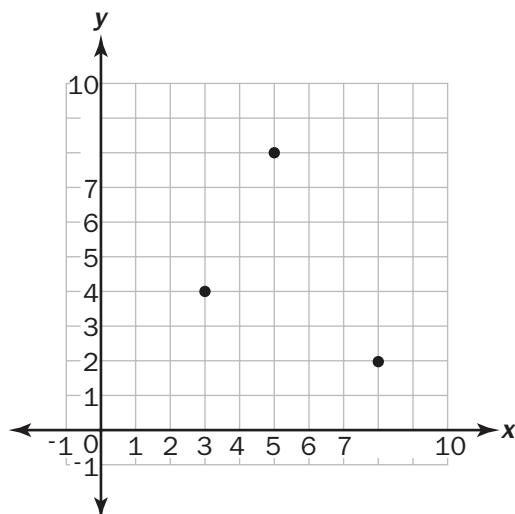
B. $4 \times \frac{3}{4} = \frac{7}{4} = \frac{3}{4}$

Unit 5: Geometry and the Coordinate Plane

Item 17

Selected-Response

Felipe made a triangle on a coordinate grid.



Unit 6: Two-Dimensional (2-D) Figures

In this unit, you will work with two-dimensional figures. You will learn about plane figures, two-dimensional figures, and their attributes. You will learn to identify geometric shapes.

KEY TERMS

Two-Dimensional Figures: A **plane figure** that has two dimensions, such as a rectangle that has the dimension of length and one of width. (G.3)

The **attributes** of a 2-D figure are **properties** including the following:

- **Angles**
 - **Acute:** an angle measure less than 90° .
 - **Obtuse:** an angle measure greater than 90° .
 - **Right:** an angle measure equal to 90° .
- **Parallel lines:** two lines that are always an equal distance apart.
- **Perpendicular lines:** two lines that intersect at a 90° angle.
- **Number of sides:** how many lines are used to create a figure.
- **Length of sides:** measurement of the length of each line used to create a figure.
- **Congruent:** two figures that are the same size and shape.
- **Vertex:** the point where two lines of the figure meet. (G.3)

Category: A large group of two-dimensional figures that share at least one attribute. For example, all shapes with four sides belong to the category of quadrilateral. (G.3)


Subcategory: A smaller group of items within a category that share at least one attribute. (G.3)

Geometric shapes include triangles, rectangles, squares, rhombi, pentagons, hexagons, trapezoids, quadrilaterals, quarter circles, half circles, and circles.

- **Polygon:** A closed geometric shape with multiple straight sides.
- **Regular polygon:** A geometric shape with multiple sides that all have equal angles and lengths.
- **Irregular polygon:** A geometric shape with multiple sides where the side lengths vary. (G.4)

Geometric shapes can be placed in a **hierarchy**, or a set of categories and subcategories, based on their attributes. For example, in the category of quadrilaterals, there is the subcategory of rectangles. Within the subcategory of rectangles, there is the sub-category of squares. (G.4)

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 A two-dimensional figure can belong in more than one category as well as more than one subcategory.

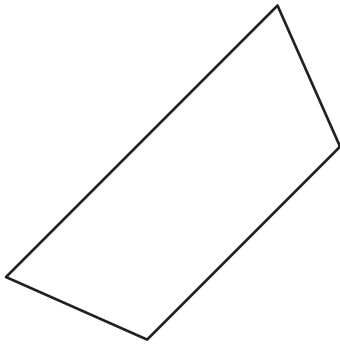
Sample Items 18–21

Item 18

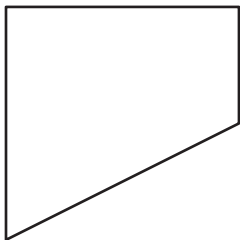
Selected-Response

Which figure has four right angles?

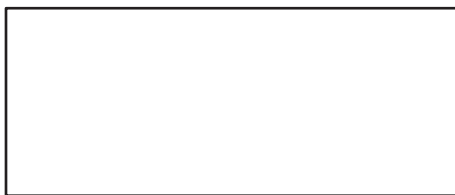
A.



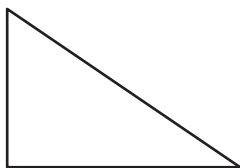
B.



C.



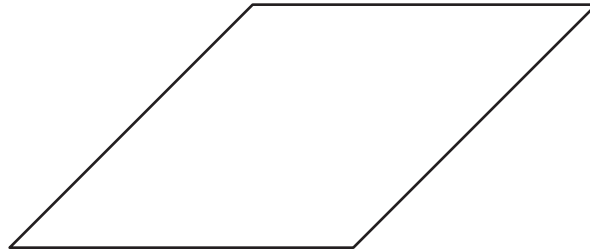
D.



Item 20

Extended Constructed-Response

Look at this figure.



Part A: Name the type of figure shown.

Part B: Explain why you gave the figure this name.

<hr/> <hr/>

Part C: What other name could you give this figure?

<hr/> <hr/>

Item 21

Multi-Select Technology-Enhanced

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.

($V = \times \times$)

- 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

Unit 7: Volume and Measurement

In this unit, you will work with different kinds of measurement: customary, metric, and time. You will convert between measurement units. You will use a line plot to record measurements.

KEY TERMS

Conversion: changing between units within the same measurement system. (MD.1)

Customary Measurements:

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

Metric Measurements:

- **Liquid volume** is measured in liters and milliliters.
- **Length** is measured in centimeters, meters, and kilometers.
- **Mass** is measured in grams and kilograms. (MD.1)

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

A **line plot** is used to record measurements for a group of objects. The measurement values are shown, and a picture or mark is placed above the value for each object being measured. A line plot can include fractional measurements. (MD.4)

A **solid figure**, or 3-D figure, has a volume. One example of a solid figure is a **right rectangular prism**. Each face of the right rectangular prism is a rectangle. (MD.3)

A cube with all side lengths equal to 1 unit is called a **unit cube** and has a volume of 1 cubic unit. A solid figure can be packed with unit cubes leaving no **gaps** and without **overlapping** cubes. The number of unit cubes packed into the solid figure represents the volume of the figure. (MD.3)

The volume of a shape is the number of unit cubes that fit in the three-dimensional shape.

Volume is measured in **cubic units**. These may include cubic centimeters, cubic inches, cubic feet, or other length measurements. (MD.4)

The volume of a solid figure can also be determined using two formulas:

- $l \times w \times h$ multiplies the **length**, **width**, and **height** of the figure to find the cubic units of volume.
- $B \times h$ finds the **area of the base** using the width and length, and then multiplies it by the **height** of the figure to find the cubic units of volume. (MD.5b)

Sample Items 22–24

Item 22

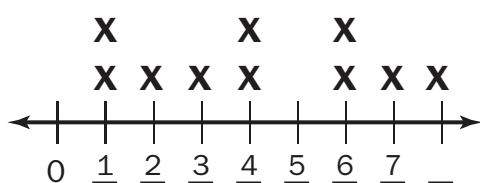
Selected-Response

Ten students measured the amount of water in their water bottles. Here are the measurements found in liters:

$$\frac{5}{8}, \frac{3}{8}, \frac{1}{8}, \frac{3}{8}, \frac{6}{8}, \frac{3}{8}, \frac{1}{8}, \frac{7}{8}, \frac{6}{8}, \frac{4}{8}$$

Which line plot shows the data?

A.



B.



Item 23

Constructed-Response

Ms. Reyes wants to display three students' paintings on a wall. The lengths of the paintings are 54 inches, 3.5 feet, and 1 yard.

Unit Conversions
1 yard = 3 feet
1 foot = 12 inches

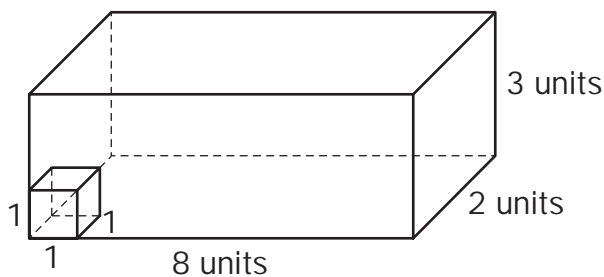
Part A: What is the total length of the paintings, in feet? Explain your answer.

Total length of paintings: _____

Item 24

Selected-Response

Find the volume of the rectangular prism using the formula
 $\text{Volume} = (\text{area of base}) \times (\text{height})$.



What is the maximum number of unit cubes that will fit inside the rectangular prism?

- A. 6
- B. 16
- C. 24
- D. 48

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
7	MGSE5.NBT.4	1	A	The correct answer is choice (A) 5.8. When rounding to the nearest tenth, use the digit in the hundredths place. If that digit is less than 5, round down. Since the digit 1, in 5.816, is less than 5, round down to 8 in the tenths place. Choice (B) is incorrect because the response shows 5.816 rounded to the nearest hundredth rather than the nearest tenth. Choice (C) is incorrect because it indicates rounding up to 9 tenths, rather than round down to 8 tenths. Choice (D) is incorrect because it indicates rounding to the nearest whole number rather than to the nearest tenth.
8	GSE-1: 5.NBT.4	2	Part A: B/E Part B: D	See scoring rubric on page 125.
9	MGSE5.NBT.2	1	C	The correct answer is choice (C) 10^7 . When you multiply by 10, each digit's value becomes 10 times larger. If you multiply by 10 seven times, the decimal moves to the left 7 places. Choice (A) is incorrect because it shows a movement to the left of only 5 places. This number is 54,200. Choice (B) is incorrect because it shows a movement to the left of only 6 places. This number is 542,000. Choice (D) is incorrect because it shows a movement to the left of 8 places, rather than 7. This number is 54,200,000.
10	MGSE5.NBT.7	1	C	The correct answer is choice (C) 8.32. This response shows that the student multiplied correctly. Choice (A) is incorrect because the response indicates an error in regrouping tenths and hundredths. Choice (B) is incorrect because the response indicates rounding 3.2 to 3 before multiplying. Choice (D) is incorrect because the response indicates rounding 2.6 to 3 before multiplying.
11	MGSE5.NBT.7	1	B	The correct answer is choice (B) 3. The student divided correctly and understood that in this case, the quotient is the number of equal groups. Choice (A) is incorrect because the response shows that the decimal portion of the number was not considered. Choice (C) is incorrect because the response indicates the student misplaced the decimal point when dividing. Choice (D) is incorrect because the response indicates the student misplaced the decimal point when dividing.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
14	MGSE5.NF.4	1	D	<p>The correct answer is choice (D) $4 \times \frac{3}{4} = \frac{12}{4} = 3$.</p> <p>This response shows that the total of 4 groups of $\frac{3}{4}$ is 3.</p> <p>Choice (A) is incorrect because it finds the total of the circles that is not shaded. Choice (B) is incorrect because it shows the numerators added instead of multiplied. Choice (C) is incorrect because it shows the numerator of the first fraction multiplied by the denominator of the second.</p>
15	MGSE5.G.2	1	D	<p>The correct answer is choice (D) graph with points on (1, 4), (7, 0), and (4, 6). This response shows the points graphed correctly. Choice (A) is incorrect because the response shows a graph with the point (4, 1) rather than (1, 4). Choice (B) is incorrect because the response shows a graph with the points (4, 1), (0, 7), and (6, 4) rather than (1, 4), (7, 0), and (4, 6). Choice (C) is incorrect because the response shows a graph with a point (7, 1) rather than (7, 0).</p>
16	MGSE5.OA.3	2	N/A	<p>See scoring rubric and sample response beginning on page 126.</p>
17	MGSE5.G.2	1	C	<p>The correct answer is choice (C) (8, 2). To locate coordinates for a point on a coordinate plane, start at (0, 0), move across the x-axis, and then move up or down the y-axis. To get to point C, first move across 8, then up 2. Choice (A) is incorrect because its coordinates show the location for point A. Choice (B) is incorrect because its coordinates show the location for point B. Choice (D) is incorrect because it reverses the x- and y-coordinates, showing a movement of across 2, then up 8, which would locate a point at a different</p>

Mathematics

Exemplar Response

Points Awarded	Sample Response
2	<p>Part A: To find the number of craft sticks, find the number of sets of 14 there are in 644. If you multiply 14 by 46, the answer is 644. Each student gets 46 craft sticks.</p> <p>AND</p> <p>Part B: The equation models the problem because it shows a total of 644 craft sticks separated into 14 equal groups.</p> <p>Each student can get a maximum of 46 craft sticks.</p>
1	<p>Part A: To find the number of craft sticks, find the number of sets of 14 there are in 644. If you multiply 14 by 46, the answer is 644. Each student gets 46 craft sticks.</p> <p>AND</p> <p>Each student can get a maximum of 48 craft sticks.</p>
0	<p><i>Student does not produce a correct response or a correct process.</i></p>

Item 3

Scoring Rubric

Points	Description
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates a complete understanding of writing expressions, identifying incorrect expressions, and justifying errors. • Give 2 points for a correct response and valid explanation. <ul style="list-style-type: none"> • 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	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates a partial understanding of writing expressions, identifying incorrect expressions, and justifying errors. • Give 1 point for 1 part answered correctly. <ul style="list-style-type: none"> • Response is mostly correct. • Response shows inaccurate application of a relevant strategy. • Mathematical ideas are expressed only partially using words, calculations, and/or symbols as appropriate.
0	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates no understanding of writing expressions, identifying incorrect expressions, or justifying errors. <ul style="list-style-type: none"> • 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.

Exemplar Response

Points Awarded	Sample Response
2	Part A: Rita wants to find the value of three times the sum of 5 and 7, so the expression must show that 5 and 7 must be added first and then that sum is multiplied by 3. As the expression is now, it shows that 3 and 5 are multiplied first and then 7 is added to that product. AND Part B: She should group the 5 and 7 using parentheses.
1	Part A: Rita wants to find the value of three times the sum of 5 and 7, so the expression must show that 5 and 7 must be added first and then that sum is multiplied by 3. As the expression is now, it shows that 3 and 5 are multiplied first and then 7 is added to that product. OR Part B: She should group the 5 and 7 using parentheses.
0	<i>Response is irrelevant, inappropriate, or not provided.</i>

Item 4

Scoring Rubric

Points	Description
2	The response achieves the following: <ul style="list-style-type: none"> 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. The student determines that the correct answer for Part A is Choice (C). AND The student determines that the correct answer for Part B is Choice (B).
1	The response achieves the following: <ul style="list-style-type: none"> 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. The student determines that the correct answer for Part A is Choice (C). OR The student determines that the correct answer for Part B is Choice (B).
0	The response achieves the following: <ul style="list-style-type: none"> 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.

Item 5

Scoring Rubric

Points	Description
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"> Response demonstrates a complete understanding of dividing a decimal number by a whole number. Give 2 points for a correct response and valid explanation. <ul style="list-style-type: none"> 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	<p>The response achieves the following:</p> <ul style="list-style-type: none"> Response demonstrates a partial understanding of dividing a decimal number by a whole number. Give 1 point for a correct response but no valid explanation or a calculation mistake made in an otherwise correct response. <ul style="list-style-type: none"> 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	<p>The response achieves the following:</p> <ul style="list-style-type: none"> The response demonstrates no understanding of dividing a decimal number by a whole number. <ul style="list-style-type: none"> 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.

Exemplar Response

Points Awarded	Sample Response
2	<p>Each person rode 2.9 or 2.90 miles. AND A total of 8 ones and 7 tenths are shaded to model the total length of the race. The shading is equally divided into 3 groups to model the 3 riders. And each group has 2 ones and 9 tenths shaded to model the distance each person rode.</p>
1	<p>Each person rode 2.9 or 2.90 miles. [NO explanation of models is given.]</p>
0	<p><i>Response is irrelevant, inappropriate, or not provided.</i></p>

Item 8

Scoring Rubric

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

Item 16

Scoring Rubric

Points	Description
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • Response demonstrates a complete understanding of how to identify a two-numerical pattern given examples and form ordered pairs from corresponding terms in the two patterns. • Give 2 points for a correct response and valid process. <ul style="list-style-type: none"> • 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	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • Response demonstrates a partial understanding of how to identify a two-numerical pattern given examples and form ordered pairs from corresponding terms in the two patterns. • 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"> • 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	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates no understanding of how to identify a two-numerical pattern given examples and form ordered pairs from corresponding terms in the two patterns. <ul style="list-style-type: none"> • 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.

Item 20

Scoring Rubric

Points	Description
3	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates a complete understanding of classifying two-dimensional figures based on properties. • Give 3 points for 3 parts answered correctly. <ul style="list-style-type: none"> • Response is correct and complete. • strategy. • Mathematical ideas are expressed coherently through a clear, complete, logical, and fully developed response using words, calculations, and/or symbols as appropriate.
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates a good understanding of classifying two-dimensional figures based on properties. • Give 2 points for correct identification of the given figure and identification of another figure that fits the criteria for the classification in Part B. However, the student only provides one attribute to describe the given figure or both figures. <ul style="list-style-type: none"> • Response is mostly correct, but contains either a computation error or an unclear or incomplete explanation. • applied or remain unexplained. • Mathematical ideas are expressed only partially using words, calculations, and/or symbols as appropriate.
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates a limited understanding of classifying two-dimensional figures based on properties. <ul style="list-style-type: none"> • Response is only partially correct. • . • Mathematical ideas are expressed only partially using words, calculations, and/or symbols as appropriate.
0	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates no understanding of classifying two-dimensional figures based on properties. <ul style="list-style-type: none"> • Response is incorrect. • . • Mathematical ideas cannot be interpreted or lack sufficient evidence to support even a limited understanding

Exemplar Response

Points Awarded	Sample Response
3	Part A: (Answers may vary.) quadrilateral, rhombus, or parallelogram; Part B: The figure has four sides, which makes it a quadrilateral. The fact that it has two pairs of parallel sides with opposite sides being equal in length as well as opposite angles being equal makes it a parallelogram. The fact that all four sides are congruent makes it a rhombus or other correct response. AND Part C: quadrilateral, rhombus, or parallelogram; (Whichever term was not used in Part A.)
2	Student gives two correct responses.
1	Student gives one correct response.
0	<i>Response is irrelevant, inappropriate, or not provided.</i>

Item 21

Scoring Rubric

Points	Description
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • 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. • The student selects Choice (C), Choice (D), and Choice (F).
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • 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. • The student selects Choice (C) and Choice (D), with or without an additional incorrect answer. OR • The student selects Choice (C) and Choice (F), with or without an additional incorrect answer. OR • The student selects Choice (D) and Choice (F), with or without an additional incorrect answer.
0	<p>The response achieves the following:</p> <ul style="list-style-type: none"> •

Item 23

Scoring Rubric

Points	Description
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • Response demonstrates a complete understanding of how to convert among customary units of length and use the conversions in solving a real-world problem. • Give 2 points for a correct response and valid process. <ul style="list-style-type: none"> • 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	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • Response demonstrates a partial understanding of how to convert among customary units of length and use the conversions in solving a real-world problem. • 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"> • 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	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates no understanding of how to convert among customary units of length and use the conversions in solving a real-world problem. <ul style="list-style-type: none"> • 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

Exemplar Response

Points Awarded	Sample Response
2	<p>Part A: The total length of the three paintings is 11 feet. Since 12 inches is 1 foot, I converted 54 inches to feet by dividing by 12. I know that 1 yard is 3 feet. Then I added the three lengths, in feet, to get a total length of 11 feet.</p> <p>AND</p> <p>Part B: The total length of the three paintings is 132 inches. Since each foot is 12 inches, I multiplied 11 feet by 12 to convert the total length in inches to feet.</p> <p>OR</p> <p>Part B: The total length of the three paintings is 132 inches. Since each foot is 12 inches, I multiplied the length given in feet by 12 to get 42 inches. Since 1 yard is 3 feet, I multiplied 3 by 12 to convert 1 yard to 36 inches. Then I added the three lengths, in inches, to get a total length of 132 inches.</p>
1	<p>Part A: The length of the three paintings is 11 feet. Part B: The length of the three paintings is 132 inches.</p> <p>OR</p> <p>Part A: The total length of the three paintings is 11 feet. Since 12 inches is 1 foot, I converted 54 inches to feet by dividing by 12. I know that 1 yard is 3 feet. Then I added the three lengths, in feet, to get a total length of 11 feet.</p> <p>OR</p> <p>Part B: The total length of the three paintings is 132 inches. Since each foot is 12 inches, I multiplied 11 feet by 12 to convert the total length in inches to feet.</p> <p>OR</p> <p>Part B: The total length of the three paintings is 132 inches. Since each foot is 12 inches, I multiplied the length given in feet by 12 to get 42 inches. Since 1 yard is 3 feet, I multiplied 3 by 12 to convert 1 yard to 36 inches. Then I added the three lengths, in inches, to get a total length of 132 inches.</p>
0	<p><i>Response is irrelevant, inappropriate, or not provided.</i></p>

ACTIVITY

The following activity develops skills in Unit 1: Order of Operations and Whole Numbers.

Standards: MGSE.5.OA.1, MGSE.5.OA.2, MGSE.5.OA.3

Place Value

You can do this activity yourself or with your family. For this activity, you will need a large quantity of small objects, such as paper clips, pennies, or seeds.

Directions:

- Put all of the objects in a bowl, or spread them out on a table or on the ground.
- Estimate the number of objects. Record each person's estimate.
- Separate the objects into groups of tens, hundreds, and thousands (if you have that many). Record the number of ones, tens, hundreds, and thousands on a place value chart like the one shown below, and use it to find the total number of objects.

Thousands	Hundreds	Tens	Ones

- Find the difference between each estimate and the actual number of objects. Whose estimate is closest?
- Write and solve addition, subtraction, multiplication, and division problems based on the number of objects.
- Choose three fractions in halves, quarters, thirds, fourths, fifths, sixths, or eighths.
- Find each fraction of the whole group of objects. Represent these quantities in fraction and decimal forms.

ACTIVITY

The following activity develops skills in Unit 7: Volume and Measurement.

Standards: MGSE.5.G.1, MGSE.5.G.2, MGSE.5.G.3

You can do this activity yourself or in small groups with your family.

Directions: Imagine you are going to put on a play.

- Choose a location in the house to serve as a stage area, and choose at least two large and two small objects to use as furniture or props.
- Use attributes to classify the shape of the stage area and the shape of each object. Try to classify each in as many ways as you can.
- Describe the different ways the stage area and each object could be measured.
- Measure the stage area and objects and explain why you chose the units you used. At least one measurement should involve volume.
- Use a coordinate grid to represent the stage area, and plot points to represent the locations of props and actors. There is only one entrance to the stage. Make the origin on the grid the location of the stage entrance for actors. Then use the grid to write stage directions that tell each actor how to get from the stage entrance to his or her correct place on the stage.
- Write ten sentences of dialogue for the play. Use a stopwatch or online timer to determine how long it takes to say each sentence to the nearest quarter minute. Record the time data on a line plot. Use the plot to determine how long each sentence would be if you redistributed the total amount of time needed to say all the sentences equally among the ten sentences.

CIENCE

DESCRIPTION OF TEST FORMAT AND ORGANIZATION

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

The test will be given in two sections.

- You may have up to 70 minutes per section to complete Sections 1 and 2.

SCIENCE DEPTH OF KNOWLEDGE EXAMPLE ITEMS

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

Correct Answer: B

Explanation of Correct Answer:

SCIENCE CONTENT DESCRIPTION AND ADDITIONAL SAMPLE ITEMS

In this section, you will find information about what to study in order to prepare for the Grade 5 Science EOG assessment. This includes main ideas and important concepts. 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.

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

CONTENT DESCRIPTION

- Investigate and identify how constructive or destructive processes form surface features on Earth.
- Investigate and explain the differences between physical and chemical changes.
- Investigate different types of electricity, circuits, and the flow of electricity through common materials.
- Investigate and explain the relationship between magnetism and electricity.
- Develop classification models for organisms.
- Compare and contrast inherited characteristics and acquired characteristics.
- Compare and contrast the parts of plant and animal cells.
- Investigate and explain how microorganisms can benefit or harm larger organisms.

Item 2**Selected-Response**

A student observed a label found on raw chicken meat sold at the grocery store.

Warning:
Cook thoroughly to kill bacteria.

Which argument should the student use to support a claim that some bacteria are harmful to humans?

- A. Some bacteria can harm humans because bacteria reproduce faster when they are cooked at high temperatures.
Some bacteria reproduce faster when they are cooked at high temperatures.
- A. Some bacteria can harm humans because bacteria reproduce faster when they are cooked at high temperatures.
Some bacteria reproduce faster when they are cooked at high temperatures.
- A.

Item 3

Selected-Response

After a person takes an antibiotic to fight a bacterial infection in the body, some doctors recommend taking a pill called a probiotic every day. The list shows some facts about probiotics.

Facts about Probiotics

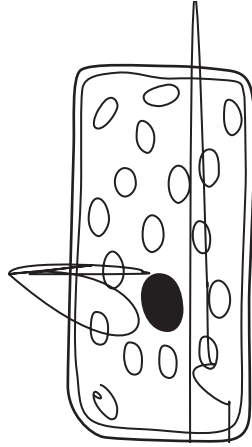
- They are made of living microorganisms.
- They improve food digestion and absorption of nutrients.
- They increase the body's ability to fight infections.
- They increase the number and types of normal bacteria in the gut.

Which argument **BEST** supports the claim that humans benefit from taking probiotics?

A. Humans benefit from probiotics because probiotics prevent people from getting sick.

Item 4**Multi-Part Technology-Enhanced**

The pictures show the structure of two cells.



Classification

In this life science section, you will learn how plants and animals are sorted into groups (e.g., fish, amphibian, reptile, bird, mammal) and how to classify organisms. You will classify things based on their characteristics by looking for similarities and differences. You will study vertebrates and invertebrates as well as producers, consumers, and decomposers.

KEY CONCEPTS

You **classify** things when you organize them into **groups** based on **characteristics** they share. Scientists classify things so that they can study ways those things are similar or different. A classification system can be used to identify and study species. (S5L1a)

Sample Items 5 and 6

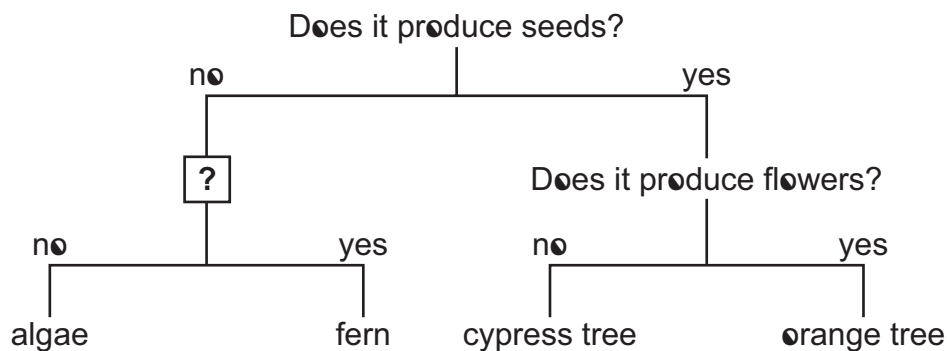
Item 5

Selected-Response

A student makes a model to sort plants using the information in the table.

Plant	Characteristics
algae	<ul style="list-style-type: none"> • does not produce seeds • has no roots, stems, or leaves
fern	<ul style="list-style-type: none"> • does not produce seeds • has roots, stems, and leaves
cypress tree	<ul style="list-style-type: none"> • produces seeds from cones • has roots, stems, and leaves
orange tree	<ul style="list-style-type: none"> • produces seeds from flowers • has roots, stems, and leaves

The student's model is not complete.



Which question should the student put in the box with a question mark to correctly complete the model?

- A. Does it produce cones?
- B.

Item 6

Selected-Response

A student uses a table showing characteristics of different animals to create a classification model.

Animal Classification Facts

Animal	Characteristics
eagle	<ul style="list-style-type: none"> is a warm-blooded vertebrate has wings and feathers, lives on land
shark	<ul style="list-style-type: none"> is a cold-blooded vertebrate has gills and fins, lives in water
beetle	<ul style="list-style-type: none"> is a cold-blooded invertebrate has wings and six legs, lives on land
cougar	<ul style="list-style-type: none"> is a warm-blooded vertebrate has hair and four legs, lives on land
snake	<ul style="list-style-type: none"> is a cold-blooded vertebrate has scales and no legs, lives on land

The student makes an incomplete model.

Classification Model

1a has a backbone.....	go to 2
1b does not have a backbone	Insect
2a.....?	go to 3
2b.....?	go to 4
3a has feathers.....	Bird
3b has hair.....	Mammal
4a lives in water	Fish
4b lives on land.....	Reptile

How should the student complete the model to classify all of the animals in the table?

- A. 2a has gills.....go to 3
2b has scales.....go to 4
- B. 2a is warm blooded.....go to 3
2b is cold blooded.....go to 4
- C. 2a has wings.....go to 3
2b does not have wings.....go to 4
- D. 2a has six legs.....go to 3
2b does not have six legs.....go to 4

Acquired and Inherited Characteristics

In this life science section, you will learn about the characteristics of learned behaviors and inherited traits.

KEY CONCEPTS

The physical characteristics that are used to describe an organism can also be called traits. Some traits are unique to individual organisms, and some traits are common because they are shared by many individuals. Being right-handed is a common physical trait because most people are right-handed.

Physical traits can be divided into two main types: inherited and acquired. **Inherited traits** are passed from parent(s) to offspring. Fur color and beak shape are examples of inherited traits that are passed down from parents to offspring. **Acquired traits** are developed after the organism is born and are not passed to offspring by parents. Having a scar or being a fast runner are examples of acquired traits. (S5L2b)

In addition to physical traits, organisms can also be described by their learned and instinctive behaviors. Organisms interact with their environment, including other organisms, from the time they are born. Some interactions, like babies crying for food or being quiet in the nest when parents are away, are called **instincts** because the organism knows how to behave without being taught. By contrast, **learned behaviors** like where to find food or how to raise offspring are taught to an organism, or discovered through interactions with the environment. Being able to tie shoelaces is an example of a learned behavior. (S5L2a)

Sample Items 7–10

Item 7

Selected-Response

Two students listed some traits of their favorite football player.

Traits of a Football Player

- is the youngest of four children
- has brown hair and brown eyes
- is taller than the other teammates
- is good at throwing and catching a football

Which question would help the student determine which trait on the list is an acquired physical trait of the football player?

- A. How tall is the football player?
- B. Does the football player have any siblings?
- C. Why does the football player have brown eyes and hair?
- D. Has the football player always been good at catching a football?

Item 8

Selected-Response

Bottlenose dolphins live off the coast of Georgia. The list shows some characteristics of bottlenose dolphins.

Characteristics of Bottlenose Dolphins

- have 86 to 100 sharp teeth
- are light gray to black in color
- can be eaten by sharks and killer whales
- live in groups of females and groups of males

Which question can be asked to find out which characteristic of bottlenose dolphins is an instinct?

- A. Why do bottlenose dolphins live in groups?
- B. Why do sharks and killer whales hunt bottlenose dolphins?
- C. How many teeth do bottlenose dolphins have when they are born?
- D. How does the color of bottlenose dolphins help them hide from predators?

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

A.

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

B.

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

C.

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

Item 13

Selected-Response

A student wants to test some materials to find out whether they conduct electricity or insulate

Item 14

Multi-Select Technology-Enhanced

A student is comparing two types of magnets. The student asks five questions and then finds the answers to the questions by experimenting with the magnets. The results are shown in the table.

Chemical and Physical Change

In this physical science section, you will explain the difference between chemical and physical changes. You will conduct basic experiments and determine whether matter has changed physically by separating mixtures or chemically by observing changes in the properties of substances before, during, and after a chemical reaction.

KEY CONCEPTS

Physical properties are any properties that are measurable and can be seen. Physical properties can be determined without changing the chemical properties of an object. Color, hardness, area, length, strength, and temperature are some examples of physical properties. (S5P1a)

Chemical properties are any properties that can be measured only by chemically changing an object. Paper starts to burn at around 450°F. At this temperature, the paper combines with oxygen in the air and new substances are formed. (S5P1c)

A **physical change** happens when matter has a change in its physical properties but not its chemical properties. For example, salt can be dissolved in water, but, if the water evaporates, the salt is still there. (S5P1a)

A **chemical change** . (S5P1c)(S5P1a) be diserticeysical pro/gen inpropeo cythtserhangysical proIText<FEFF002E>BDC

Sample Items 15–18

Item 15

Selected-Response

A student is investigating chemical changes by using different materials.

Which investigation would provide evidence of a chemical change and why?

- A. Melting a solid with fire would provide evidence of a chemical change because the solid would change shape.
- B. Cutting cardboard into many smaller pieces would provide evidence of a chemical change because the pieces cannot be put back together.
- C. Placing a solid into hot water and stirring while the solid dissolves would provide evidence of a chemical change because the dissolved material is lost.
- D. Combining two liquids that give off heat and gas would provide evidence of a chemical change because the particles react to make a new material with different properties.

Item 16

Selected-Response

Which investigation would provide evidence of a chemical change?

- A. Spray perfume into the air, and when the air and perfume mix, observe the change in odor that happens as they mix.
- B. Put an antacid tablet in water, and when the antacid and water mix, observe the bubbles that form as a new substance is created.
- C. Heat water in a pan on a stove, and observe the steam that forms as the state of matter of the water changes.
- D. Blow air through a wand filled with soap solution, and observe the bubbles that form as the air becomes trapped.

Item 17**Selected-Response**

A student fills a tray with water and places the tray in the freezer. Three hours later, the student removes the tray from the freezer and makes observations.

Student Observations

- The water is solid.
- The water does not flow.
- The water keeps its shape in any container.
- The color of the water has changed to white.

The student claims that changing the temperature of water causes a physical change that turns water into ice.

Which argument **BEST** supports the student's claim?

- A. Ice forms because heat is added, causing the particles to move faster. This makes the ice flow.
- B. Ice forms because heat is removed, causing the particles to move slower. This makes the ice change its shape.
- C. Ice forms because heat is removed, causing the particles to move slower. This changes the water from a liquid to a solid.
- D. Ice forms because heat is added, causing the particles to move faster. This changes the color of the water from clear to white.

Item 18

Multi-Select Technology-Enhanced

Students are investigating chemical changes that occur in different materials.

Which TWO investigations would provide evidence of a chemical change?

- A. Placing a liquid in a freezer until the liquid becomes a solid would provide evidence of a chemical change because the state of matter changes.
- B. Using a saw to cut a solid into two different pieces would provide evidence of a chemical change because the pieces cannot be put back together.
- C. Using a hot plate to heat a solid until it changes color and releases an odor would provide evidence of a chemical change because the particles cannot be changed back.
- D. Placing two different liquids together in a beaker and observing that a solid forms when they mix would provide evidence of a chemical change because a new material is formed.
- E. Placing a mixture containing a solid and a liquid on a windowsill and letting the liquid evaporate would provide evidence of a chemical change because the evaporated material is lost.
- F. Using a magnet to remove a magnetic solid from a mixture that also contains nonmagnetic solids would provide evidence of a chemical change because the mixture cannot be mixed together again.

Earth Science

Humans can affect constructive and destructive processes and may do so to protect people or landforms when the processes will result in undesirable results. Beach reclamation to reduce the effects of erosion on beaches can be accomplished by dredging sand from the ocean floor and depositing it back on the beach. **Floods** can be controlled by building dams to hold back floodwaters and to let the excess water move downstream more slowly or by building levees (earthen walls along riverbanks) to prevent rivers from going outside their banks onto surrounding land. Cities can also modify their storm drain systems or direct the drainage flows to retention ponds to slow the runoff of rainwater into streams and rivers to reduce the risk of flooding downstream. (S5E1c)

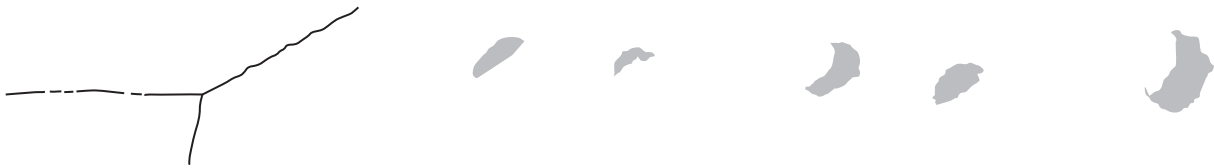
Seismic waves are vibrations that move through Earth. Scientists have a tool they can use to detect, measure, and record seismic waves. This tool is known as a **seismograph**. As an earthquake or volcanic eruption starts, a seismograph detects the increase in the strength and frequency of seismic waves. Earthquakes can trigger volcanic activity and tsunamis. Scientists can analyze the seismograph data to determine the likelihood of a tsunami forming. (S5E1c)

I a T

Item 20

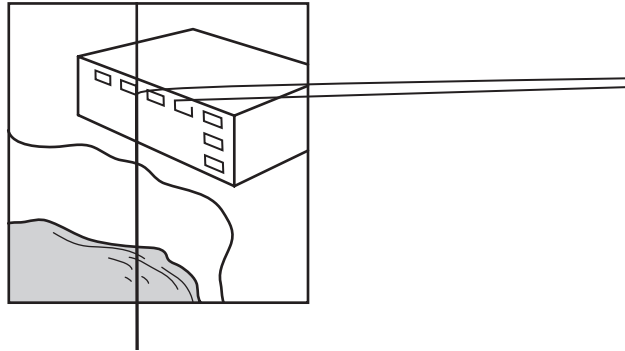
Selected-Response

A student wants to model how arches form in the desert. The student finds a diagram on a website.



Item 21**Selected-Response**

Some people who live in coastal areas along cliffs are using drones to take pictures of their neighborhoods. A drone is a flying vehicle without a pilot on board. The two pictures show changes in the cliff near a building on two days in December.



Item 22

Multi-Part Technology-Enhanced

A student is studying the formation of the Himalayas. The student finds a picture and learns that the mountain range formed when the Indian Plate collided with the Eurasian Plate. The student uses the picture to design a model that will show classmates how the Himalayas formed.

Part A

Based on the picture, which steps would produce the BEST model of how the Himalayas formed over time?

- A. **step 1:** Label one cardboard box as the Eurasian Plate.
step 2: Label another cardboard box as the Indian Plate.
step 3: Slowly push both plates toward each other.
step 4: Observe and record how the sizes of both plates change when the edges push against each other.
- B. **step 1:** Label one cardboard box as the Eurasian Plate.
step 2: Label another cardboard box as the Indian Plate.
step 3: Slowly push the Indian Plate toward the Eurasian Plate.
step 4: Observe and record how the size of the Indian Plate changes when it touches the edge of the Eurasian Plate.
- C. **step 1:** Use light-colored clay to make a thin layer of Indian Plate toward Eurasian Plate.

step 4:

SCIENCE ADDITIONAL SAMPLE ITEM KEYS

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
15	S5P1c	2	D	The correct answer is choice (D) Combining two liquids that give off heat and gas would provide evidence of a chemical change because the particles react to make a new material with different properties. Choice (A) is incorrect because the solid would retain its properties despite melting, so this is only a physical change. Choice (B) is incorrect because the cardboard retains its properties, so this is only a physical change. Choice (C) is incorrect because the solid can be regained by evaporation of the water so this is only a physical change.
16	S5P1c	2	B	The correct answer is choice (B) Put an antacid tablet in water, and when the antacid and water mix, observe the bubbles that form as a new substance is created. Choice (A) is incorrect because no chemical reaction takes place. Choice (C) is incorrect because a chemical reaction takes place.

SOCIAL STUDIES

DESCRIPTION OF TEST FORMAT AND ORGANIZATION

The Grade 5 Social Studies EOG assessment has a total of 75 items.

The test will be given in two sections.

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

CONTENT

The Grade 5 Social Studies EOG assessment will measure the Grade 5 Social Studies standards that are described at www.georgiastandards.org.

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

- History
- Geography
- Government and Civics
- Economics

ITEM TYPES

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

Example Item 2

Selected-Response

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

Social Studies Grade 5 Content Domain: Government and Civics

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

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

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

Correct Answer: A

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

Example Item 3

Selected-Resg2-ov

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SOCIAL STUDIES CONTENT DESCRIPTION AND ADDITIONAL SAMPLE ITEMS

In this section, you will find information about what to study in order to prepare for the Grade 5 Social Studies EOG assessment. This includes main ideas 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.

The organization of Social Studies units in this guide is based on Frameworks developed by the Curriculum and Instruction Division of the Georgia Department of Education. The Social Studies section begins with Unit 2. Unit 1 focuses on over-arching themes and concepts, rather than specific standards. Unit 1 will, therefore, not be a part of the End-of-Grade assessment. These Frameworks can be accessed at <https://www.georgiastandards.org/Georgia-Standards/Pages/Social-Studies-Grade-5.aspx>.

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

CONTENT DESCRIPTION

The four domains (History, Geography, Government/Civics, and Economics) are fully integrated.

Some of the topics you will study in this guide are the following:

- United States history starting at the end of the 19th century and focusing on immigration, industrialization, and urbanization, continuing to the present
- Influence of geography on United States history
- Rights outlined in the amendments to the United States Constitution
- Historical events and their connection to the United States economy
- The interdependence and functions of the United States economy
- Personal budgeting and spending

Unit 2: Citizenship, Business, and the Government

In this unit, you will learn to explain the responsibilities and freedoms of citizens. Students will understand due process of law and demonstrate understanding of its connection to the U.S. Constitution and citizens' rights. Students will also explore and explain the purpose of the amendment process, the relationship between constitutional amendments and our representative democracy, and the impacts of particular amendments on citizens of our society.

KEY TERMS

Citizenship: Membership of an individual in a country. A citizen is expected to give allegiance to the government. The government is expected to protect the safety, rights, and freedoms of the citizen in the United States. (SS5CG1a)

Rights of a citizen: Freedoms protected by the U.S. Constitution. In the United States, these include the rights to assemble peacefully, to worship or not worship as one pleases, to freely express one's opinion, and to own property. (SS5CG1)

Responsibilities of a citizen: The responsibilities of citizens include such things as paying taxes, serving on juries, and voting. (SS5CG1a)

Markets: Places where producers and consumers engage in the exchange of goods and services for money or barter. (SS5E3a)

Price: The cost a consumer must pay to purchase a good or service from a producer. (SS5E3a)

Due process: The U.S. Constitution's guarantee of fair treatment for any citizen accused of a crime. (SS5CG1b)

23rd Amendment: An amendment to the U.S. Constitution. It allowed residents of the District of Columbia to vote in presidential elections. (SS5CG3a)

AMENDING THE U.S. CONSTITUTION (CG2)

There are two ways to propose a constitutional amendment:

1. An amendment can be proposed by two-thirds of both houses of Congress.
2. Two-thirds of the nation's state legislatures can call upon Congress to hold a Constitutional Convention where amendments can be proposed. (This has never been done.)

There are also two ways to ratify (approve) a constitutional amendment:

1. Three-fourths of the nation's state legislatures can vote for ratification.
2. Three-fourths of all states can hold ratifying conventions during which they approve an amendment. (This has only been done once.)

Sample Items 1–3

Item 1

Selected-Response

The U.S. Constitution guarantees that the federal government will extend “due process of the law” to all citizens. What is the purpose of this law?

- A. It permits voting rights for women.
- B. It grants voting rights for minorities.
- C. It protects a person who is accused of a crime.
- D. It guarantees that all citizens stay informed on community issues.

Item 2

Selected-Response

What would MOST LIKELY increase a store’s sales of a product?

- A. reducing the store’s hours
- B. reducing the store’s employees
- C. lowering the price of the product
- D. limiting advertising of the product

Item 3

Multi-Select Technology-Enhanced

Examine the table.

Starting a Business

1. Make a plan.
2. Take a loan from a bank.
3. Develop a new product.
4. Sell your product.
3. Sell your product..

Unit 3: Bigger, Better, Faster: The Changing Nation

In this unit, you will learn how the United States became an industrial and world power. Some of the famous historical figures you will study are George Washington Carver, Thomas Alva Edison, and the Wright brothers. You will learn about the Chisholm Trail and the Panama Canal.

KEY TERMS

Alexander Graham Bell: A Scottish immigrant credited with inventing the first practical telephone. (SS5H1b)

Business sector: In our nation's free-market economy, the first business sector:

Black Cowboys of Texas: Gained historical fame for their unique existence in the legacy of the American West. Some had been born enslaved, and others were the descendants of formerly enslaved people. These cowboys were able to distinguish themselves by their hard work and expertise, regardless of the color of their skin.

Unit 5: The Great Depression

In this unit, you will study the Great Depression and the government's efforts to recover from it. You will learn about World War I, the New Deal, key amendments, business and banking sectors, and the Harlem Renaissance.

KEY TERMS

Herbert Hoover: A president of the United States. He took office shortly before the Great Depression and was defeated by Franklin Roosevelt after a single term. (SS5H3a)

Franklin Delano Roosevelt: A president of the United States. He was the first president to take office after the beginning of the Great Depression. He was reelected three times, presided over the nation's economic recovery, and died in Warm Springs, Georgia, while he was still president. (SS5H3a)

The Great Depression: A period of economic hardship affecting the United States and other nations. It began with the stock market crash of 1929 and lasted into the 1940s. (SS5H3a)

Banking sector: The part of the economy that provides financial support for individuals and businesses. (SS5E2c)

Business sector: In a free-market economy, the business sector is the segment that produces goods and provides services. (SS5E2b)

Government sector: The part of the economy that collects taxes and provides and manages public services. (SS5E2d)

Dust Bowl: The name given to the south-central area of the Great Plains during the 1930s, when drought and soil erosion resulted in a period of severe dust storms. (SS5H3a)

New Deal: The name given to President Franklin Roosevelt's economic policies and programs designed to lift the U.S. economy from the Great Depression. (SS5H3b)

Margaret Mitchell: An author who wrote *Gone with the Wind*. (SS5H3c)

Jesse Owens: An African American athlete who won four gold medals at the 1936 Summer Olympics. (SS5H3c)

Sample Items 9–11

Item 9

Selected-Response

Read the quotation in this box.

“I pledge you, I pledge myself, to a new deal for the American people.”
– Franklin D. Roosevelt, accepting the Democratic Party nomination for president, 1932

What was one way President Franklin D. Roosevelt worked to accomplish this promise?

- A. by asking Congress to end poll taxes
- B. by authorizing food rationing during World War II
- C. by establishing the Works Progress Administration
- D. by freezing wages after the U.S. stock market crash

Item 10

Selected-Response

Ms. Weston owns a hair salon. She cuts and styles customers' hair. Which statement BEST describes why she is part of the private business function in the U.S. economy?

- A. She pays taxes.
- B. She provides a service.
- C. She consumes products.
- D. She uses a bank account.

Item 11**Multi-Select Technology-Enhanced**

Read the list in the box.

President Franklin Roosevelt's Goals for the New Deal

- relief for the needy
- economic recovery
- bank reform

Which actions by President Roosevelt during the Great Depression MOST helped meet the goals listed in the box? Choose TWO responses.

- A. He reorganized the executive branch of government.
- B. He delivered regular speeches to the public on the radio.
- C. He created a program to build public buildings and highways.
- D. He promised to fight the economic problem as if it were a war.
- E. He signed a bill that guaranteed workers the right to join unions.
- F. He created dams that provided electricity.

Item 12

Multi-Part Technology-Enhanced

Examine the photograph.



Employment Agency, San Francisco, 1930

Part A:

What MAIN event contributed to the men standing in line in the photograph?

- A. the Stock Market Crash
- B. creation of the New Deal
- C. collapse of the Soviet Union
- D. rationing during World War II

Part B:

Who was president of the United States when this event occurred?

- A. Harry Truman
- B. Herbert Hoover
- C. John F. Kennedy
- D. Lyndon B. Johnson

Unit 6: Another World War

In this unit, you will learn about the causes, leaders, and events of World War II. You will also study specific individuals and groups and their roles during this period.

KEY TERMS

Eleanor Roosevelt: American politician, diplomat, and activist. She was married to President Franklin Delano Roosevelt. She was a significant supporter of the United Nations and became its first delegate. (SS5H4f)

Franklin Delano Roosevelt: A president of the United States and leader of the nation during most of World War II. He died in office, and Vice President Harry S. Truman took office after him. (SS5H4d)

Harry S. Truman: A president of the United States. He authorized the use of atomic bombs on the cities of Hiroshima and Nagasaki during World War II, which led to Japan's surrender. (SS5H4d)

Winston Churchill: Prime Minister of Great Britain during World War II. (SS5H4d)

Hirohito: Emperor of Japan during World War II who fought against the United States. He ruled Japan as a monarch for over 62 years. (SS5H4d)

Adolf Hitler: Dictator of Germany during World War II. He ordered attacks on neighboring countries in Europe, which started World War II, and founded the Nazi Party. (SS5H4d)

Benito Mussolini: Fascist dictator of Italy and ally of Adolf Hitler during World War II. (SS5H4d)

Joseph Stalin: Communist dictator of the Soviet Union during and after World War II. Under his rule, the Soviet Union was a member of the Allies. (SS5H4d)

The Holocaust: The organized mass murder of European Jews and other targeted groups by Hitler's Nazi Party during World War II. (SS5H4b)

Pearl Harbor: Hawaiian site of the U.S. naval base that was attacked by Japan in 1941. The United States responded by declaring war on Japan and entering World War II. (SS5G1a)

Rosie the Riveter: A fictional character who symbolized American female factory workers during World War II. (SS5H4e)

Tuskegee Airmen: Group of African American or Black aviators who served with distinction during World War II. Their success helped pave the way for integration of the U.S. armed forces. (SS5H4e)

Opportunity cost: An economic term for what you must give up to obtain something else. It is always your second-best alternative. (SS5E1a)

D-day: The name given to June 6, 1944. It was on that day that Allied forces invaded Western Europe, setting the stage for Allied victory in World War II. (SS5H4b)

Iwo Jima: An island in the West Pacific taken from Japan by the United States during World War II. (SS5H4b)

Hiroshima and Nagasaki: Japanese cities that the United States dropped atomic bombs upon during World War II. These acts led to Japan's surrender. (SS5H4c)

VE Day: May 8, 1945. This was the day that Germany's Nazi forces surrendered to the Allies, marking the end of World War II in Europe. The abbreviation "VE" stands for "Victory in Europe." (SS5H4b)

VJ Day: September 2, 1945. This was the day of Japan's official surrender to the Allies, marking the end of World War II in the Pacific arena. The abbreviation "VJ" stands for "Victory over Japan." (SS5H4b)

United Nations: An international organization formed after World War II to promote cooperation among nations. It is headquartered in New York City. (SS5H4f)

Sample Items 13–15

Item 13

Selected-Response

The U.S. government had a food rationing program during World War II. This was an example of which economic concept?

- A. specialization
- B. opportunity cost
- C. entrepreneurship
- D. voluntary exchange

Item 14

Selected-Response

Look at the poster of Rosie the Riveter.



Source: The National Archives

Which event led to changing roles for women as shown in the poster?

- A. involvement in World War II
- B. the beginning of the Cold War
- C. the formation of the United Nations
- D. establishment of the Works Progress Administration

Item 15

Selected-Response

Examine the list in the box.

- June 6, 1944
- American and British soldiers invaded a coast in Europe
- attack was planned in an effort to make Germany withdraw

Which World War II event is **MOST** associated with the information in the list?

- A. D-Day invasion
- B. Battle of Iwo Jima
- C. Pearl Harbor attack
- D. bombing of Hiroshima

Unit 7: War Turns Cold

In this unit, you will study the Cold War and how the United States worked to stop the spread of communism to democratic countries. You will also study the Korean War and Vietnam War.

KEY TERMS

NATO: The North Atlantic Treaty Organization, an alliance of Western democratic nations formed after World War II to defend themselves against communist aggression. (SS5H5b)

Berlin Airlift: A military operation led by the United States after World War II. The residents of West Berlin, Germany, were blockaded by the Soviet Union. Led by the United States, Western nations delivered food and supplies to them by airplane. (SS5H5b)

Cold War: The battle for international influence that arose between communist and democratic nations following the end of World War II. (SS5H5)

Iron Curtain: The name given to the physical and political division between Eastern, or communist, countries and Western, or capitalist, nations during the Cold War. The United States fought a “cold war,” or nonmilitary battle, against the Soviet Union to prevent the spread of communism into democratic countries. During this time the Berlin Wall was built with concrete and barbed wire. The wall separated East and West Berlin. It prevented people from fleeing from East Berlin (which was communist) to West Berlin (which was democratic). (SS5H5a)

Communism: The political idea that all property should be publicly owned and managed by a central government. (SS5H5b)

Korean War: A conflict between communist North Korea hoping to unify the country under a Communist government and democratic South Korea. North Korea was allied with the Chinese, and South Korea was allied with UN forces led by the United States. The war ended and divided Korea into communist North Korea and democratic South Korea. (SS5H5b)

Cuban missile crisis: A dispute during the Cold War between the United States and the Soviet Union. The Soviet Union had built missile sites in Cuba. President John F. Kennedy set up a naval blockade of the island until Soviet leader Nikita Khrushchev ordered the missiles removed. (SS5H5d)

Joseph McCarthy: The U.S. senator who believed that some other congressmen and senators were secretly communist. He led investigations of his peers, as well as of many military officials and civilians, during the early 1950s. (SS5H5c)

Vietnam War: Conflict between Communist and anti-Communist forces that began in Vietnam. The United States was heavily involved in the war. In 1973, the United States pulled its forces from the Southeast Asian country. Afterward, the nation became united under a Communist government. (SS5H5d)

26th Amendment: Guaranteed citizens of the United States, 18 years or older, the right to vote. (SS5CG3a)

Sample Item 16

Item 16

Selected-Response

How did the 26th Amendment to the U.S. Constitution expand voting rights?

- A. by granting women the right to vote
- B. by granting citizens 18 years and older the right to vote
- C. by granting African Americans or Blacks the right to vote
- D. by granting the residents of our nation's capital the right to vote

Unit 8: Civil Rights Address Civil Wrongs

In this unit, you will move into the latter part of the 20th century. Major events during the period included

Sample Items 17–19

Item 17

Selected-Response

Read this excerpt from *Brown v. Board of Education*.

We conclude that, in the field of public education, the doctrine of “separate but equal” has no place. Separate educational facilities are inherently unequal. Therefore, we hold that the plaintiffs and others similarly situated for whom the actions have been brought are, by reason of the segregation complained of, deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment.

—*Brown v. Board of Education* (1954)

What was the MAIN result of this decision?

- A. Public schools were required to integrate.
- B. Public schools would offer the same courses.
- C. Public schools were considered equal under the law.
- D. Public schools would receive the same amount of money.

Item 18

Selected-Response

Whose action initiated the Montgomery Bus Boycott?

- A. Rosa Parks
- B. John F. Kennedy
- C. Thurgood Marshall
- D. Margaret Mitchell

Item 19**Selected-Response**

How were African Americans or Blacks affected by Jim Crow laws?

- A. They received more job opportunities.
- B. They lost their freedom to move to northern states.
- C. They received equal pay and work benefits.
- D. They attended schools with fewer resources.

Unit 9: United States from 1975 to the Digital Age

Major events of this time period include the collapse of the Soviet Union, the impact of 9/11, and the birth of the Internet.

KEY TERMS

Collapse of the Soviet Union: The former Soviet Union collapsed in 1991, as member states individually broke away to become independent countries. (SS5H7a)

Events of September 11, 2001: On September 11, 2001, a terrorist group hijacked four commercial airplanes and deliberately crashed them into the World Trade Center in New York City, the Pentagon, and a field in Pennsylvania (after passengers took action to prevent it from being used to crash into the U.S. Capitol building). This event changed U.S. policy on travel, immigration, and national security. (SS5H7b)

The Internet: The informal name for a worldwide digital communication system that links individuals and businesses. Since the early 1980s, this development has revolutionized how people interact and conduct business. (SS5H7c)

Ronald Reagan: A president of the United States. He is best known for being president during the Cold War and encouraging reform in the Soviet Union. (SS5H7a)

Personal computer: A small computer designed for use by one person at home or in an office. (SS5H7c)

Sample Items 20–21

Item 20

Multi-Part Technology-Enhanced

Examine the information in the box.

- The Soviet government made major reforms in how the economy was run.
- The Soviet government gave citizens increased freedom of speech.
- Countries under Soviet control began to declare independence.

Part A:

Which of these was a result of the actions listed in the box?

- A. The Soviet Union collapsed as a nation.
- B. The Soviet Union experienced an increase in immigration.
- C. The Soviet Union increased its influence in Eastern Europe.
- D. The Soviet Union improved trade agreements with Western Europe.

Part B:

What was the MAIN reason the Soviet Union took the actions listed in the box?

- A. The Soviet Union wanted to improve its failing economy.
- B. The Soviet Union discovered new natural resources in rural areas.
- C. The Soviet Union wanted more citizens to participate in government.
- D. The Soviet Union passed new laws to improve education for citizens.

Item 21

Selected-Response

What was President Ronald Reagan's response as the Soviet Union was collapsing?

- A. He encouraged the continuation of the Cold War.
- B. He discouraged the United States from having diplomatic relations with communist nations.
- C. He encouraged the leader of the Soviet Union to initiate reforms.
- D. He discouraged the Soviet Union from becoming a democratic nation.

SOCIAL STUDIES ADDITIONAL SAMPLE ITEM KEYS

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
1	SS5CG1b	2	C	The correct answer choice is (C) It protects a person who is accused of a crime. Choice (A) is incorrect because the 19th Amendment granted women the right to vote. Choice (B) is incorrect because the 26th Amendment gives citizens aged 18 and older the right to vote. Choice (D) is incorrect because “due process” does not guarantee that all citizens stay informed on community issues.
2	SS5E3a	2	C	The correct answer is choice (C) lowering the price of the product. Choices (A) and (B) are incorrect because reducing store hours and store employees would most likely decrease the sales of a product. Choice (D) is incorrect because advertising a product less would be more likely to decrease that product’s sales.
3	SS5E3c	3	A, F	The correct answer choices are (A) banks providing the loan, and (F) entrepreneurs starting the business. These two groups would face the greatest financial risk because the bank could lose money if entrepreneurs do not pay back their loans. Entrepreneurs also take a great risk because they invest so much of their own money and time. If their business fails, they are at risk of losing all of their investments. Choice (B) is incorrect because laborers do not make a financial investment in the product. Choice (C) is incorrect because while consumers face a risk in buying a new product, that risk is limited to the cost of the product. Choice (D) is incorrect because industries providing resources may face a limited risk of not being paid for resources used by the entrepreneur. It is highly unlikely that nonpayment on one account would significantly impact the financial stability of multiple industries. Choice (E) is incorrect because while individuals marketing the product may face the risk of not being paid, they most likely would not lose all business of other clients because of one instance of nonpayment.
4	SS5E2b	1	B	The correct answer is choice (B) producing goods and services for the public. The private business sector provides goods and services to consumers, stimulating the economy. Choice (A) is incorrect because it describes a function of the government. Choice (C) is incorrect because it describes the banking sector of the economy. Choice (D) is incorrect because it describes controlling natural resources.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
10	SS5E2b	2	B	The correct answer is choice (B) She provides a service. Choice (A) is incorrect because while she will pay taxes, this is not the BEST reason why she is part of the private business function. Choice (C) is incorrect because while she may consume products, this is not the BEST reason why she is part of the private business function in the U.S. economy. Choice (D) is incorrect because while she may use a bank account, this is not the BEST reason she is part of the private business function.
11	SSH3a	3	C, F	The correct answer choices are (C) He created a program to build public buildings and highways, and (F) He developed a program to create dams that provided electricity. Choice (A) is incorrect because he did not reorganize the executive branch of government. Choice (B) is incorrect because while he did give speeches, that was not what helped most to meet the goals listed in the box. Choice (D) is incorrect because while he worked on helping the economy, he did not promise to fight it as if it were a war. Choice (E) is incorrect because he did not sign a bill that guaranteed workers the right to join unions.
12	SS5H3a	3	A, B	Part A: The correct answer choice is (A) the Stock Market Crash. The Stock Market Crash of 1929 led to business closures and high unemployment rates, causing men to go to employment agencies to find work. Choice (B) is incorrect because the New Deal programs were created in 1933 to help the unemployed. Choice (C) is incorrect because the collapse of the Soviet Union did not happen until decades later in the 20th century. Choice (D) is incorrect because World War II didn't start until 1939. Part B: The correct answer choice is (B) Herbert Hoover. Herbert Hoover was president from 1929 to 1933. Choice (A) is incorrect because Harry Truman didn't begin his presidency until 1945. Choice (C) is incorrect because John F. Kennedy didn't begin his presidency until 1961. Choice (D) is incorrect because Lyndon B. Johnson didn't begin his presidency until 1963.
13	SS5E1a	3	B	The correct answer is choice (B) opportunity cost. Roosevelt restricted the supply of food to civilians in order to provide food to soldiers during World War II. Choices (A), (C), and (D) are incorrect because they are not the MOST precise descriptions of the economic concept illustrated here.
14	SS5H4e	3	A	The correct answer is choice (A) involvement in World War II. As men enlisted in the service, women entered the workplace in record numbers. This caused a new appreciation for women's abilities in all areas of society. Choices (B) and (C) are incorrect because they occurred after the poster was first created. Choice (D) is incorrect because the establishment of the Works Progress Administration employed men almost exclusively.

Item	Standard/ Element	E032ent		

ACTIVITY

The following activity develops skills in Unit 2: Citizenship, Business, and the Government.

Standard: SS5CG3a

Find a family member or friend to partner with on this activity.

You are going to take a closer look at the 15th, 19th, 23rd, 24th, and 26th Amendments.

- Each person will pick one amendment.
- Divide a sheet of paper into 3 columns.
- Next, write your amendment in the first column.
- In the middle column, use reference materials to describe how the amendment protects voting rights.
- In the right column, draw an illustration of your amendment.
- Finally, fold your paper so that only your illustration is showing. Find a family member or friend and ask them to look at your illustration and guess which amendment it is.

ACTIVITY

The following activity develops skills in Unit 3: Bigger, Better, Faster: The Changing Nation.

Standard: SS5H1b

Choose one of the following people:

The Wright brothers, George Washington Carver, Alexander Graham Bell, or Thomas Edison.

- Your role is to choose one invention your inventor created (example: Alexander Graham Bell and the telephone)
 - Get a large sheet of paper from your teacher and write the inventor and invention on the top.
 - Research the invention using the Internet or other reference materials.
 - On your sheet of paper, write facts about the invention (when it was created, what it was used for, how did it impact people's lives when it was created, how did it impact people at the turn of the century, how has this invention changed over time, how does this invention impact us today).
 - Next, you will create a visual flow chart/timeline showing the history of the invention (include important dates, facts, and pictures). Be creative! You may create your flow chart/timeline on the computer or using a poster board.
 - Next, present your display to your family or to a friend. Make sure to include the history of the invention and all of the important facts you brainstormed.
 - Finally, present your visual display to the class.

APPENDIX B: CONDITION CODE

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	Blank	<ul style="list-style-type: none"> • Blank • Student's response did not contain words. • In some instances, student may have drawn pictures.
C	Copied	<ul style="list-style-type: none"> • 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.
I		

