

Georgia
Milestones
Assessment System



Assessment Guide
Grade 6



Assessment Guide



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THE GEORGIA MILESTONES ASSESSMENT SYSTEM

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

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

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

Features of the Georgia Milestones Assessment System include:

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

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

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

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

GEORGIA MILESTONES END-OF-GRADE (EOG) ASSESSMENTS

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

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

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

ASSESSMENT GUIDE

The Georgia Milestones Grade 6 EOG Assessment Guide is provided to acquaint Georgia educators and other stakeholders with the structure and content assessed by the tests. Importantly, this guide is not intended to inform instructional planning. It is essential to note that there are a small number of content standards that are better suited for classroom or individual assessment rather than large-scale summative assessment. While those standards are not included on the tests, and therefore are not included in this Assessment Guide, the knowledge, concepts, and skills inherent in those standards are often required for the mastery of the standards that are assessed. Failure to attend to all content standards within a content area can limit a student’s opportunity to learn and show what he or she knows and can do on the assessments.

The Georgia Milestones Grade 6 EOG Assessment Guide is in *no way* intended to substitute for the state-mandated content standards; it is provided to help educators better understand the structure and content of the assessments, *but is not all-encompassing of the knowledge, concepts, and skills covered in Grade 6 or assessed on the tests*. The state-adopted content standards and associated standards-based instructional resources, such as the Content Frameworks, should be used to plan instruction. This Assessment Guide can serve as a *supplement* to those resources, in addition to any locally developed resources, **but should not be used in isolation**. In principle, this Assessment Guide is intended to be descriptive of the assessment program and should not be considered all-inclusive. The state-adopted content standards are located at www.georgiastandards.org.

TESTING SCHEDULE

The Georgia Milestones Grade 6 EOG assessment is offered during the Main Administration each spring and one Summer Administration for retests.

Students will take the Georgia Milestones Grade 6 EOG assessment on days specified by their local school district during the testing window. Each district determines a local testing window within the state-designated testing window.

DEPTH OF KNOWLEDGE DESCRIPTORS

Items found on the Georgia Milestones assessments, including the Grade 6 EOG assessment, are developed with a particular emphasis on cognitive complexity, or Depth of Knowledge (DOK). DOK is measured on a scale of 1 to 4 and refers to the level of cognitive demand required to complete a task (or in this case, an assessment item). The higher the level, the *more complex* the assessment; however, higher levels do not necessarily mean *more difficult* items. For instance, a question can have a low DOK but a medium or even high difficulty level. Conversely, a DOK 4 question may have a low difficulty level but still require a great deal of cognitive thinking (e.g., analyzing and synthesizing information instead of just recalling it). The following descriptions and table show the expectations of the four DOK levels in greater detail.

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

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

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

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

Depth of Knowledge Descriptors

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

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

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

SCORES

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

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

ENGLISH LANGUAGE ARTS (ELA)

DESCRIPTION OF TEST FORMAT AND ORGANIZATION

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

The Grade 6 English Language Arts EOG assessment consists of both operational items (contribute to a student's criterion-referenced and/or norm-referenced score) and field test items (newly written items that are being tried out and do not contribute to the student's score). A subset of the norm-referenced operational items have been verified as aligned to the course content standards by Georgia educators and will also contribute to the criterion-referenced score and Achievement Level designation. The other norm-referenced items will contribute only to the national percentile rank, which is provided as supplemental information.

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

The table on the following page outlines the number and types of items included on the Grade 6 English Language Arts EOG assessment.

Grade 6 English Language Arts (ELA) EOG Assessment Design

Description	Number of Items	Points for CR ¹ Score	Points for NRT ² Feedback
CR Selected-Response Items	28	28	0
NRT Selected-Response Items	20 ³	10 ⁴	20
CR Technology-Enhanced Items	1	2	0
CR Constructed-Response Items	2	4	0
CR Extended Constructed-Response Items	1	4	0
CR Extended Writing-Response Items	1	7	0
CR Field Test Items	8	0	0
Total Items/Points⁵	61	55	20

¹CR—Criterion-Referenced: items aligned to state-adopted content standards

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

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

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

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

The test will be given in three sections. Students will be given a maximum of 90 minutes to complete Section 1, which includes the extended writing response. Students may have up to 85 minutes per section to complete Sections 2 and 3. The total estimated testing time for the Grade 6 English Language Arts (ELA) EOG assessment ranges from approximately 190 to 260 minutes. Total testing time describes the amount of time students have to complete the assessment. It does not take into account the time required for the test examiner to complete pre-administration and post-administration activities (such as reading the standardized directions to students). Section 1, which focuses on writing, must be administered on a separate day. Sections 2 and 3 must be scheduled such that both will be completed in a single day or over the course of two consecutive days (one section each day) and should be completed within the same week following the district’s testing protocols for the EOG measures (in keeping with state guidance).

CONTENT MEASURED

The Grade 6 English Language Arts (ELA) assessment will measure the Grade 6 standards that are described at www.georgiastandards.org.

The content of the assessment is organized into two groupings, or domains, of standards for the purposes of providing feedback on student performance. A content domain is a reporting category that *broadly* describes and defines the content of the course, as measured by the EOG assessment. The standards for Grade 6 English Language Arts (ELA) are grouped into two domains: Reading and Vocabulary, and Writing and Language. Each domain was created by organizing standards that share similar content characteristics. The content standards describe the level of expertise that Grade 6 English Language Arts (ELA) educators should strive to develop in their students. Educators should refer to the content standards for a full understanding of the knowledge, concepts, and skills that may be assessed on the EOG assessment.

The approximate proportional number of points associated with each domain is shown in the following table. A range of cognitive levels will be represented on the Grade 6 English Language Arts (ELA) EOG assessment. Educators should always use the content standards when planning instruction.

GRADE 6 ENGLISH LANGUAGE ARTS (ELA): DOMAIN STRUCTURES AND CONTENT WEIGHTS

Domain	Standard		Approximate Weight
Reading and Vocabulary	ELAGSE6RI1 ELAGSE6RI2 ELAGSE6RI3 ELAGSE6RI4 ELAGSE6RI5 ELAGSE6RI6 ELAGSE6RI7 ELAGSE6RI8 ELAGSE6RI9 ELAGSE6RL1	ELAGSE6RL2 ELAGSE6RL3 ELAGSE6RL4 ELAGSE6RL5 ELAGSE6RL6 ELAGSE6RL9 ELAGSE6L4 (4a, 4b, 4c) ELAGSE6L5 (5a, 5b, 5c)	53%
Writing and Language	ELAGSE6W1 (1a, 1b, 1c, 1d, 1e) ELAGSE6W2 (2a, 2b, 2c, 2d, 2e, 2f) ELAGSE6W3 (3a, 3b, 3c, 3d, 3e) ELAGSE6W4 ELAGSE6W7	ELAGSE6W8 ELAGSE6W9 ELAGSE6L1 (1a, 1b, 1c, 1d, 1e) ELAGSE6L2 (2a, 2b) ELAGSE6L3 (3a, 3b)	47%

ITEM TYPES

The English Language Arts (ELA) portion of the Grade 6 EOG assessment consists of selected-response, technology-enhanced, constructed-response, extended constructed-response, and extended writing-response items.

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

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

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

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

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

ENGLISH LANGUAGE ARTS (ELA) DEPTH OF KNOWLEDGE EXAMPLE ITEMS

Example items that represent the applicable DOK levels across various Grade 6 English Language Arts (ELA) content domains are provided.

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

Example Items 1 and 2

Read the article and answer example items 1 and 2.

The Hermit Crab

The word *hermit* is used to describe someone or something that lives alone. In the case of the hermit crab, however, nothing could be further from the truth! Though each hermit crab has its own shell, hermit crabs like to socialize and live in packs.

One of the many interesting things about the hermit crab is its body, which is segmented. This means that the hermit crab's body has different parts, like an insect's body, rather than one part, like a snake's body.

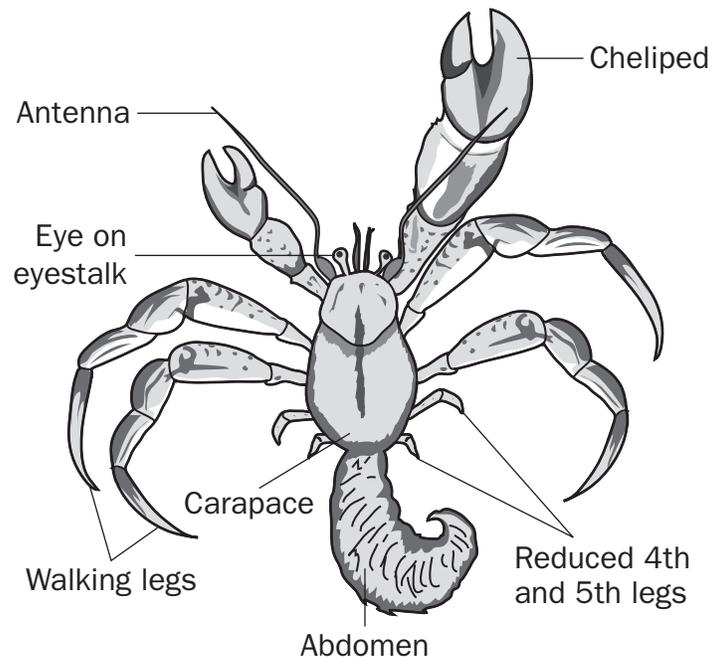
The upper half of the hermit crab's body is covered in an exoskeleton, or hard outer skin.

The lower half of the hermit crab's body is not covered with an exoskeleton. Thus, it is more fragile than the other parts of the crab's body. The only protection for this soft part of the crab's body is its shell. However, hermit crabs are not born with shells. They spend a great deal of time searching for abandoned shells that they can squeeze into. The hermit crab keeps its shell until it grows too large for it. Then it leaves to go find another. Though hermit crabs are very particular, they often select objects other than shells to crawl into. For example, they have been known to crawl into small cans.

The hermit crab has two front claws that are different sizes and have different purposes. The left claw is large and is used to defend the crab against predators. This claw can also be used to grab objects or to balance when the crab is using its other claw. The right claw is smaller than the left and is used to grasp food.

When the hermit crab searches for food, it uses its antennae to smell and taste. The antennae are also used to feel objects. The hermit crab can see in many different directions with its compound eyes. *Compound* means the eyes have many lenses. The eyes stick out from the rest of the hermit crab's body because they are at the end of a long body part called an eyestalk.

The Underside of a Hermit Crab without Its Shell



Though the hermit crab is selective about its shell, it is not picky when it comes to the type of food it will eat. The hermit crab tends to eat anything that is lying around. It will eat algae, sea plants, fish, and vegetables. It will also eat decaying matter that has washed ashore. A hermit crab may even eat its own skin once the crab molts, or sheds, the skin.

Hermit crabs are found in warm, tropical places, such as the Caribbean, South America, Central America, and Australia. They are born in water but move to land once they mature. Adult hermit crabs prefer to live in small, cozy places, such as within groups of rocks or under exposed tree roots.

Most hermit crab colonies contain around 100 of the little creatures. They tend to pile on top of each other to sleep and to travel in packs. This is why most experts recommend that if you keep a hermit crab as a pet, you should have more than one. (See the box on the next page for more information.) Though hermit crabs are less common as pets, they are a fascinating choice to consider. If you do keep some hermit crabs as pets, I think you will agree that they are wonderful!

Hermit Crabs as Pets

Hermit crabs make great pets. If you would like to purchase and raise hermit crabs as pets, follow these simple steps:

- Purchase an aquarium that is at least ten gallons.
- Set up a heater underneath the tank, and be sure to keep the temperature of the aquarium between seventy and eighty-five degrees Fahrenheit.
- Place sand or coconut fiber in the tank so the hermit crabs have a place to burrow.
- Arrange decorations in the tank, such as plastic plants.
- Put the hermit crabs in their new home.
- Give the hermit crabs access to both fresh food and water.
- Clean the aquarium regularly.

Example Item 1

Selected-Response: 1 point

DOK Level: 2

English Language Arts (ELA) Grade 6 Content Domain: Reading and Vocabulary

Standard: ELAGSE6L4a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.

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

Read the sentences from the article.

They are born in water but move to land once they mature. Adult hermit crabs prefer to live in small, cozy places, such as within groups of rocks or under exposed tree roots.

Based on these sentences, what is the meaning of the word *mature*?

- A. grow tired
- B. develop fully
- C. grow curious
- D. become useful

Correct Answer: B

Explanation of Correct Answer: The correct answer is choice (B) develop fully. This sentence is explaining the growth cycle of hermit crabs, so *mature* references their full development. Choice (A) is incorrect because nothing indicates that hermit crabs “grow tired” when they *mature*. Choice (C) is incorrect because *mature* is referring to physical growth. Choice (D) is incorrect because *mature* does not mean to “become useful.”

Example Item 2

Constructed-Response: 2 points

DOK Level: 3

English Language Arts (ELA) Grade 6 Content Domain: Reading and Vocabulary

Standard: ELAGSE6RI5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

How does the last paragraph of the article affect the article as a whole?

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

Scoring Rubric

Points	Description
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to analyze how a paragraph fits into the overall structure of a text and to explain how it contributes to the development of ideas • Includes specific examples/details that make clear reference to the text • Adequately explains how a paragraph fits into the overall structure of a text and how it contributes to the development of ideas with clearly relevant information based on the text
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to analyze how a paragraph fits into the overall structure of a text or to explain how it contributes to the development of ideas • Includes vague/limited examples/details that make reference to the text • Explains how a paragraph fits into the overall structure of a text and how it contributes to the development of ideas with vague/limited information based on the text
0	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • Gives no evidence of the ability to analyze how a paragraph fits into the overall structure of a text or to explain how it contributes to the development of ideas

Exemplar Response

Points Awarded	Sample Response
2	The last paragraph brings the article full circle by supporting the information in the first paragraph. It explains how hermit crab colonies have 100 crabs, and if you keep them as pets, “you should have more than one.” This supports the claim in the first paragraph that hermit crabs “like to socialize and live in packs.”
1	The last paragraph supports the information in the first paragraph by explaining how hermit crabs would rather “socialize and live in packs” than be alone.
0	The last paragraph talks about the same things as what the first paragraph talks about.

Example Item 3**Extended Writing-Response:** 7 points**DOK Level:** 4**English Language Arts (ELA) Grade 6 Content Domain:** Writing and Language**Standards:**

ELAGSE6W1. Write arguments to support claims with clear reasons and relevant evidence.

ELAGSE6L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

ELAGSE6L2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

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

Before you begin writing your essay, you will read two passages.

As you read the passages, think about details you may use in an argumentative essay about the effects of movies and television on society.

These are the titles of the passages you will read:

1. Movies and Television: A Reflection
2. Positive Influence, Please!

Movies and Television: A Reflection

Movies and television reflect society because they tell stories about our social world. People enjoy stories about that world because they connect with stories about themselves. They also enjoy stories about other people, especially if they involve cheering for people who work their way out of tough situations.

Consider a television situation comedy about a middle-class family. The parents and their three children have many bad days that could be drawn from many real-life experiences. Their exaggerated ups and downs are humorous, but together the family survives. The show reflects society by showing a world to which most people can relate.

Sometimes the characters in the story are not people. Consider a cartoon movie about a lion family. The plot seems to be based on real animals. Male lions are competing to be the head of a family group. However, these lions also have names. They talk to each other. They sing. They show human emotions. In other words, the plot is really a human drama. It reflects society by portraying true family relationships.

Sometimes writers include elements of modern society in movies and television shows that are set in the past. They believe this helps more viewers imagine being part of the story. For example, consider a movie about a pirate who is both foreign and familiar. He can sail a tall ship, but he likes to stretch rules. He appears to be from the 1700s, but he behaves much more like a modern teen. Many parts of his character are clearly drawn from the experiences of real people. The movie reflects both historical and modern society.

These three examples are similar to television shows and movies that have been very popular with their audiences. They show that the best movie and television writers draw from the experiences of real people to tell their stories. When the characters seem real, the plots imitate life and the stories reflect our society.

Positive Influence, Please!

Movies and television have the power to change society. Why? Because people like to imitate each other. In fact, people are wired to imitate. Babies imitate the looks on their parents' faces. Young children learn how to talk by imitation.

Even teens and adults learn by imitation. They pick up social cues. They copy ways of speaking. They copy each other's clothes. They listen to each other's songs. They watch the latest movies and television shows. Partly they do this to explore the world in a safe way. Partly they do it to fit in with their peers. Mostly they do it by instinct, without thinking.

Millions of people watch movies and television shows. Because the characters on the screen are also people, they can prompt the audience to imitate them. They can change people's behavior. For example, in the 1970s, women all over the world copied the hairdo of an actress in a television series. Anyone whose hair could hold the famous flip wore the style. Similarly, in the 1990s, many young children learned the moves of a group of superheroes who appeared in both a television series and several full-length movies.

Just like children, teens and adults copy speech patterns from movies and television shows. This imitation of language appears to have a more lasting effect. For example, because it is shocking and adds drama, characters on some shows are disrespectful. People who mistake movie and television scripts for real life copy these characters. As a result, disrespectful language is creeping into everyday speech. The same characters behave badly toward each other. They have changed some people's ideas about how to behave in family groups.

However, all is not lost! There are situation comedies and movies that have changed society for the better. Several popular high school dramas show people from different social groups getting along and making friends. These same shows give teens good ideas about how to handle social problems and relationships.

WRITING TASK

There are many ways that television and movies reflect and influence society. Some people believe that television and movies reflect society, while other people believe that television and movies influence society.

Think about the ideas in BOTH passages, and then write an **argumentative essay** in your own words supporting either side of this debate.

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

Writer's Checklist

Be sure to:

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

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

The following are examples of seven-point responses. See the seven-point, two-trait rubric for a text-based argumentative response on pages 53 and 54 to see why these examples would earn the maximum number of points.

People enjoy telling stories and hearing stories about people and places in our world. Since movies and television shows tell stories as a form of entertainment or education, it is difficult to determine if they influence us or just reflect how we are in our society. The author of the first passage, "Movies and Television: A Reflection," makes the case that these stories mirror the way people are. These stories are told in different ways, using real people, animation, or animals as characters. However, the feelings and reactions described reflect feelings we all have as human beings. We may be influenced by a dramatic plot, but that will not change who we are and how we live our lives.

The author of the second passage, "Positive Influence, Please!," implies that people are heavily influenced by what they hear and see in movies and on television shows. The author suggests that people change their language and behavior after viewing dramatic shows. The author says that people, because of the way they learn, imitate everything they hear and see. That assumption does not give individuals credit for having their own views and values. People may rethink their worldviews based on new information, but they make a conscious decision to change.

In all cultures, sharing stories with others is one way these societies maintain their heritage and sense of self. Therefore, it seems more reasonable to say that movies and television reflect society than to say that they influence it.

OR

It is true that television and movies influence society, as the author of the second passage, "Positive Influence, Please!," claims. We see examples of how television and movies affect people's behaviors and choices almost every day.

First, the author of the second passage states that "people like to imitate each other." This applies to the people in television and movies as well. One solid example this author provides is that in the 1970s women around the world imitated a television actress by copying her exact hairdo. If it weren't for this actress on television, it seems really unlikely that so many women would have this exact unique hairdo. This is a powerful example of how people make choices based on imitation of television or movies.

It may be true that in some ways television shows and movies reflect society. The author of "Movies and Television: A Reflection" supports this when he or she says that parts of television or movies are clearly "drawn from the experiences of real people." Actually, I think it would be very difficult to measure whether behavior on television or in a movie was based on a real person. How can we truly know if the story being shown on a screen has been copied from someone in real life or if it was the other way around? For these reasons, I think the author of the second passage makes a much stronger argument.

"Positive Influence, Please!" is right about television and movies influencing society, and I also agree that movies and television can be a great source for "good ideas." Some television shows or movies might help people, and maybe even teach us how to get along and make friends, as the second author states. I hope the writers of television shows and movies continue to send positive messages that influence people in a healthy way.

ENGLISH LANGUAGE ARTS (ELA) ADDITIONAL SAMPLE ITEMS

This section has two parts. The first part is a set of 15 sample items for the English Language Arts (ELA) portion of the EOG assessment. The second part contains a table that shows for each item the standard assessed, the DOK level, the correct answer (key), and a rationale/explanation about the key and distractors. The sample items can be utilized as a mini-test to familiarize students with the item formats found on the assessment.

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

Items 1–9

Read the poem and the story and answer questions 1 through 9.

The Carpenter

A house is sketched on paper,
Then drawn on plans of blue.
But it is the carpenter's careful labor
That makes the dream come true.

Calloused hands unroll the blueprint.
Keen eyes review with ease.
A young man might see a house,
But a home the carpenter sees.

He cuts and shapes with vision.
His goal is understood:
He converts the lines and numbers
Into lengths of measured wood.

Like an artist he wields his hammer,
Pounding rhythms to his own beat.
He sculpts and forms a framework
That painted walls will soon complete.

Like an athlete he climbs and balances.
Lifting, fastening bulky beams,
Building the backbone of a sturdy house,
He frames a family's dreams.

Walls and windows, floors and doors,
The carpenter adds with care.
He knows a fireplace heats a house,
But a happy family warms the air.

When the home of dreams is ready,
An inner smile he then sets free.
A young man might see a house,
But a home the carpenter sees.

The Carpenter’s Apprentice

Before Ben started to work with me, I had advised him to buy a quality set of tools. “Good tools are expensive,” I had told him, “but they will last for years.” On Ben’s first day of work, the head of the cheap hammer he had bought flew off and put a hole in a wall.

One Monday, as we ate our lunch in the truck outside the Pine Street house, Ben told me that he had made a few phone calls for us. “The lumberyard across town can deliver what we need tomorrow. We could finish the job by noon on Friday!”

I turned and met his eyes. “I think I told you that I don’t do business with that lumberyard anymore. The last order I got from them had warps, splits, and four-inch knots on every piece.”

“But if we wait until the other delivery on Thursday, we won’t finish the job until Monday or Tuesday of next week.”

I continued to look at him. Ben was thinking of his plans for the weekend, but I was thinking of our obligation to the house’s owner to do the job right using only quality materials.

“Ben,” I sighed, “how would you like to live in this house?” He looked up at me quizzically, as though I were making him an offer. “Would you like to live in this house if it were built your way, using inferior lumber? Would you want to walk around on a floor with warped supports under it and sleep under a roof built with split and knotted wood? We need to do this right, Ben. You can’t build a house twice.”

A philosopher, I’m not sure who, once said something to the effect that when you finish building your house, you realize all that you have learned in the process—and you realize, too, that all you have learned you should have known before you started.

Item 1**Selected-Response:** 1 point**What is the main purpose of the dialogue in the story?**

- A. to suggest that the narrator and Ben will come to an agreement about their carpentry project
- B. to show a contrast between why the narrator and Ben decided to become carpenters
- C. to suggest that the narrator and Ben have had similar experiences working as carpenters
- D. to show a contrast between how the narrator and Ben approach their carpentry work

Item 2**Selected-Response:** 1 point**In the story, what does the carpenter believe is the MOST important lesson for Ben to learn?**

- A. build a house only once
- B. use the best tools and materials
- C. do the work with care and consideration
- D. know everything before starting a project

Item 3**Selected-Response:** 1 point**Which sentence BEST describes a difference between the ways that the poem and the story approach their topics?**

- A. The poem focuses on the steps it takes for an individual carpenter to become successful, while the story focuses on the teamwork necessary for two carpenters to complete a project.
- B. The poem focuses on the details of a family who will live in a house, while the story focuses on the frustrations of two carpenters who are having difficulty completing their project.
- C. The poem focuses on one carpenter's relationship to a project, while the story focuses on two carpenters' different approaches to completing a project.
- D. The poem focuses on the relationship between a carpenter and the family he works for, while the story focuses on the individual steps it takes to complete a project.

Item 5

Selected-Response: 1 point

Read the following definition.

obligation *n.* burden, charge, debt, duty

Which word would **BEST** replace *obligation* in the story?

I continued to look at him. Ben was thinking of his plans for the weekend, but I was thinking of our obligation to the house's owner to do the job right using only quality materials.

- A. burden
- B. charge
- C. debt
- D. duty

Item 6

Selected-Response: 1 point

Which word would **BEST** replace *wields* in this stanza from the poem?

Like an artist he wields his hammer,
Pounding rhythms to his own beat.
He sculpts and forms a framework
That painted walls will soon complete.

- A. displays
- B. maintains
- C. shakes
- D. uses

Item 7

Selected-Response: 1 point

How does the poet use a metaphor in the fourth stanza of the poem?

**Like an artist he wields his hammer,
Pounding rhythms to his own beat.
He sculpts and forms a framework
That painted walls will soon complete.**

- A. The poet compares a carpenter to an artist to show that a carpenter must be creative.
- B. The poet describes pounding rhythms to show the fast pace of a carpenter's work.
- C. The poet compares a carpenter to a painter to show the details the carpenter must notice.
- D. The poet describes the hammer to show the strength a carpenter must have.

Item 8

Evidence-Based Selected-Response Technology-Enhanced: 2 points

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

Part A

How does the author of “The Carpenter’s Apprentice” develop the point of view of the narrator?

- A. by showing the narrator interact with Ben
- B. by describing the narrator’s background
- C. by showing Ben’s ability to complete the project
- D. by describing how Ben thinks and feels

Part B

Which detail BEST supports the answer to Part A?

- A. Ben wants to finish the job by Friday.
- B. The narrator discusses tools and quality of work with Ben.
- C. Ben discusses using a different lumberyard.
- D. The narrator remembers when a tool broke and damaged property.

Item 9

Extended Constructed-Response: 4 points

From the narrator’s point of view, write a conclusion to the passage “The Carpenter’s Apprentice.” Start with what Ben might say in response to the narrator. Use descriptive words and phrases in your story conclusion.

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

A large rectangular box containing 25 horizontal lines for writing an answer.

Items 10 and 11

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

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

As you read the passages, think about details you may use in an argumentative essay about the effects of movies and television.

These are the titles of the passages you will read:

1. Movies and Television: A Reflection
2. Positive Influence, Please!

Movies and Television: A Reflection

Movies and television reflect society because they tell stories about our social world. People enjoy stories about that world because they connect with stories about themselves. They also enjoy stories about other people, especially if they involve cheering for people who work their way out of tough situations.

Consider a television situation comedy about a middle-class family. The parents and their three children have many bad days that could be drawn from many real-life experiences. Their exaggerated ups and downs are humorous, but together the family survives. The show reflects society by showing a world to which most people can relate.

Sometimes the characters in the story are not people. Consider a cartoon movie about a lion family. The plot seems to be based on real animals. Male lions are competing to be the head of a family group. However, these lions also have names. They talk to each other. They sing. They show human emotions. In other words, the plot is really a human drama. It reflects society by portraying true family relationships.

Sometimes writers include elements of modern society in movies and television shows that are set in the past. They believe this helps more viewers imagine being part of the story. For example, consider a movie about a pirate who is both foreign and familiar. He can sail a tall ship, but he likes to stretch rules. He appears to be from the 1700s, but he behaves much more like a modern teen. Many parts of his character are clearly drawn from the experiences of real people. The movie reflects both historical and modern society.

These three examples are similar to television shows and movies that have been very popular with their audiences. They show that the best movie and television writers draw from the experiences of real people to tell their stories. When the characters seem real, the plots imitate life and the stories reflect our society.

Positive Influence, Please!

Movies and television have the power to change society. Why? Because people like to imitate each other. In fact, people are wired to imitate. Babies imitate the looks on their parents' faces. Young children learn how to talk by imitation.

Even teens and adults learn by imitation. They pick up social cues. They copy ways of speaking. They copy each other's clothes. They listen to each other's songs. They watch the latest movies and television shows. Partly they do this to explore the world in a safe way. Partly they do it to fit in with their peers. Mostly they do it by instinct, without thinking.

Millions of people watch movies and television shows. Because the characters on the screen are also people, they can prompt the audience to imitate them. They can change people's behavior. For example, in the 1970s, women all over the world copied the hairdo of an actress in a television series. Anyone whose hair could hold the famous flip wore the style. Similarly, in the 1990s, many young children learned the moves of a group of superheroes who appeared in both a television series and several full-length movies.

Just like children, teens and adults copy speech patterns from movies and television shows. This imitation of language appears to have a more lasting effect. For example, because it is shocking and adds drama, characters on some shows are disrespectful. People who mistake movie and television scripts for real life copy these characters. As a result, disrespectful language is creeping into everyday speech. The same characters behave badly toward each other. They have changed some people's ideas about how to behave in family groups.

However, all is not lost! There are situation comedies and movies that have changed society for the better. Several popular high school dramas show people from different social groups getting along and making friends. These same shows give teens good ideas about how to handle social problems and relationships.

Item 10

Constructed-Response: 2 points

Which writer **MOST** successfully develops the topic according to his/her purpose using reasoning and evidence?

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

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

Item 11

Extended Writing-Response: 7 points

WRITING TASK

There are many ways that television and movies reflect and influence society. Some people believe that television and movies reflect society, while other people believe that television and movies influence society.

Think about the ideas in BOTH passages, and then write an **argumentative essay** in your own words supporting either side of this debate.

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

Writer’s Checklist

Be sure to:

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

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

Items 12–15

Item 12

Selected-Response: 1 point

Which sentence uses commas correctly?

- A. The dog, that my sister takes care of, is part German shepherd.
- B. Jordan, who I know from summer camp, wants to join the book club.
- C. To run a half marathon, I need shoes, that fit well and are comfortable.
- D. The report card, that I was expecting, arrived more than a week late.

Item 13

Selected-Response: 1 point

A student is writing a personal essay about riding in the car. Read the draft of the essay.

¹When my brother was a baby, I used to wear earplugs on car trips so that I wouldn't have to listen to him when he screeched and chattered. ²Once he grew up a little bit, I could play cards or other games with him. ³Now, I often use earbuds and listen to music. ⁴This usually works fine, but sometimes my brother gets lonely. ⁵My dad wants me to talk to them. ⁶It isn't always easy, but I try to make an effort to join in the conversations and put my music away sometimes.

Which change would correct an error where the pronoun and antecedent are unclear?

- A. Change sentence 1 to "When my brother was a baby, I used to wear earplugs on car trips so that I wouldn't have to listen to my brother when he screeched and chattered."
- B. Change sentence 1 to "When he was a baby, I used to wear earplugs on car trips so that I wouldn't have to listen to my brother when he screeched and chattered."
- C. Change sentence 5 to "My dad wants me to talk to him and my brother."
- D. Change sentence 5 to "My dad and my brother want me to talk to him."

Item 14**Selected-Response:** 1 point

What is the MOST credible source for information about safe food handling practices for restaurant workers?

- A. a blog post about safe food handling from a former restaurant employee
- B. a note from a restaurant manager listing her top three tips for handling food safely
- C. a list of guidelines for safe food handling on a state’s health department website
- D. an article in the newspaper about illnesses that result when food is not handled safely

Item 15**Selected-Response:** 1 point

Read the draft of an announcement for school.

¹Yesterday the girls’ basketball team played very well in regionals. ²Last night’s game had everyone on the edge of their seats, but the Tigers pulled through with a last-minute upset over the Vikings, putting the final score at 40 to 39. ³Special mention goes out to Alyssa McNamara for scoring the most points and also to Tonya Demming, whose great defense earned her the title of Tigers’ Player of the Day. ⁴Stay tuned as the team heads to the state contest!

Which sentence would BEST replace sentence 1 to make the purpose of the announcement clearer?

- A. Tryouts for the girls’ basketball team will happen in late spring.
- B. Congratulations to the girls’ basketball team for winning the regional championships!
- C. Even though the Vikings were favored to win, the Tigers beat them in a game last night.
- D. It is with great excitement that we tell you some news about the Tigers game!

ENGLISH LANGUAGE ARTS (ELA) ADDITIONAL SAMPLE ITEM KEYS

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
1	ELAGSE6RL5	3	D	The correct answer is choice (D) to show a contrast between how the narrator and Ben approach their carpentry work. In the story, the two characters have very different ideas about quality and doing a good job. Choice (A) is incorrect because there is not a suggestion that the two will reach an agreement. Choice (B) is incorrect because the story does not include this background information. Choice (C) is incorrect because the story does not make clear what their past experiences have been.
2	ELAGSE6RL1	3	C	The correct answer is choice (C) do the work with care and consideration. Throughout the story, the carpenter constantly tries to teach Ben to value quality, such as when he explains why the materials from the lumberyard are unacceptable. Choice (A) is incorrect because it is a misinterpretation of the phrase the carpenter uses to teach Ben about quality. Choice (B) is incorrect because using the best tools is only part of the carpenter’s larger lesson about quality. Choice (D) is incorrect because nothing suggests that the carpenter expects his apprentice to know everything.
3	ELAGSE6RL9	3	C	The correct answer is choice (C) The poem focuses on one carpenter’s relationship to a project, while the story focuses on two carpenters’ different approaches to completing a project. The poem explores the carpenter’s construction of a house, while the story briefly compares two very different approaches to work quality. Choices (A), (B), and (D) are all incorrect because they make inaccurate assertions about the poem and story’s focus points.
4	ELAGSE6RL5	3	N/A	See scoring rubric and exemplar responses on page 43.
5	ELAGSE6L4c	2	D	The correct answer is choice (D) duty. An <i>obligation</i> or “duty” is a responsibility that one has to fulfill. Choice (A) is incorrect because an <i>obligation</i> is not necessarily a “burden.” Choice (B) is incorrect because a “charge” does not refer to responsibilities or duties. Choice (C) is incorrect because nothing in the context of the story mentions money.
6	ELAGSE6L4a	2	D	The correct answer is choice (D) uses. The word <i>wields</i> refers to holding something and using it to complete a task. Choice (A) is incorrect because <i>wields</i> does not mean “displays.” Choice (B) is incorrect because nothing in the context suggests that the carpenter is maintaining something. Choice (C) is incorrect because nothing suggests that the carpenter is shaking the hammer.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
7	ELAGSE6RL4	2	A	The correct answer is choice (A) The poet compares a carpenter to an artist to show that a carpenter must be creative. Choices (B) and (D) are incorrect because they involve inaccurate interpretations of the poet’s descriptive language. Choice (C) is incorrect because although the words “painted walls” are mentioned in the poem, they are not used as part of a metaphor.
8	ELAGSE6RL6	3	A/B	The correct answer choices are (A) by showing the narrator interact with Ben and (B) The narrator discusses tools and quality of work with Ben. Much of the story consists of dialogue between the narrator and Ben, including discussion of tools and quality of work. This is how the narrator’s first person point of view is most clearly delineated. In Part A, options (B), (C), and (D) are incorrect because they either represent Ben’s point of view or an incorrect way of establishing point of view. In Part B, options (A), (C), and (D) could plausibly correspond to incorrect answers in A; however, they do not support the correct answer in Part A relating to dialogue.
9	ELAGSE6W3	4	N/A	See exemplar responses on page 44 and the four-point holistic rubric beginning on page 49.
10	ELAGSE6RI8	3	N/A	See scoring rubric and exemplar responses beginning on page 45.
11	ELAGSE6W1, ELAGSE6L1, ELAGSE6L2	4	N/A	See exemplar responses on page 47 and the seven-point, two-trait rubric beginning on page 53.
12	ELAGSE6L2a	2	B	The correct answer is choice (B) Jordan, who I know from summer camp, wants to join the book club. Commas are needed to set off the nonrestrictive clause, “who I know from summer camp.” Choices (A), (C), and (D) all contain restrictive clauses that do not need to be set off by commas.
13	ELAGSE6L1d	2	C	The correct answer is choice (C) Change sentence 5 to “My dad wants me to talk to him and my brother.” This revision corrects the otherwise ambiguous relationship between “My dad” and “them” in sentence 5. Choice (A) is incorrect because there is no problem to be fixed; changing “him” to “my brother” makes the sentence awkward. Choice (B) is incorrect because the sentence was clearer as originally written. Choice (D) is incorrect because this change does not resolve the issue of unclear pronoun and antecedent.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
14	ELAGSE6W8	2	C	The correct answer is choice (C) a list of guidelines for safe food handling on a state's health department website. This is correct because it is an official website of a government agency and the most likely source to be complete and factual in its presentation. Choices (A) and (B) are incorrect because there is no surety of accurate information in such personal formats. Choice (D) is incorrect because an article about food-borne illnesses will not necessarily give information about safe food handling.
15	ELAGSE6W4	3	B	The correct answer is choice (B) Congratulations to the girls' basketball team for winning the regional championships! This choice is the best match for the tone, purpose, and audience of a congratulatory announcement. Choice (A) is incorrect because the information is irrelevant. Choice (C) is incorrect because it does not get at the overall purpose of relaying the significance of the win. Choice (D) is incorrect because it is too vague for the purpose.

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

Item 4

Scoring Rubric

Points	Description
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to analyze how a stanza of a poem fits into the overall structure and to explain how it contributes to the text • Includes specific examples/details that make clear reference to the text • Adequately explains the purpose and contributions of the stanza of a poem with clearly relevant information based on the text
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to analyze how a stanza of a poem fits into the overall structure and to explain how it contributes to the text • Includes vague/limited examples/details that make reference to the text • Explains the purpose and contributions of the stanza of a poem with vague/limited information based on the text
0	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • Gives no evidence of the ability to analyze how a stanza of a poem fits into the overall structure or to explain how it contributes to the text

Exemplar Response

Points Awarded	Sample Response
2	The second stanza shows the carpenter’s experience and vision for the project. Because he reviews the blueprint “with ease,” it’s clear he understands it well. The line “but a home the carpenter sees” shows how he sees something more than just a structure in what he is building. By including this information, the poet shows there is more to the carpenter than someone who is just a builder; the carpenter is a creator.
1	The second stanza shows the carpenter’s experience and vision for the project. By including this information, the poet shows there is more to the carpenter than someone who is just a builder; the carpenter is a creator.
0	The second stanza shows the carpenter’s experience and vision for the project.

Item 9

To view the four-point holistic rubric for a text-based narrative response, see pages 49 and 50.

Exemplar Response

Points Awarded	Sample Response
4	<p>Ben thought about what I had said and then admitted that building a house was more than just putting a bunch of wood together. He said, “You’re right. I would want to live in a home, one that is built with skill and vision. One that is a carpenter’s dream come true. There’s more to this job than just nails and wood.”</p> <p>I nodded in agreement. “There really is. We convert lines and numbers from the blueprint, but we do more than that.”</p> <p>Ben went on: “We are like artists, really. We are sculpting a house, not just building it. We add walls, windows, floors, and doors, and we do it with care. I want to make a house that makes people happy. I promise to do better from now on.”</p> <p>I knew that Ben meant it. There was a gleam in his eyes that showed he believed what he said. “Shall we get to it, then?” I asked.</p> <p>“Absolutely,” Ben replied. He picked up his hammer as if it were the paintbrush of an artist or the chisel of a sculptor.</p>
3	<p>Ben admitted that building a house was more than just buying supplies and putting them together. He said, “Now that I think about it, I would want to live in a high-quality home. The materials we choose do matter.”</p> <p>I smiled because I was so relieved. Ben was finally starting to realize what I had been trying to teach him all along.</p> <p>I nodded. “There really is. We convert lines and numbers from the blueprint, but we do more than that.”</p> <p>Ben went on: “We are like artists sculpting a house. We don’t just build it. I want to make a house that makes people happy.”</p> <p>I knew that Ben meant it. “Shall we get to it, then?” I asked.</p> <p>“Absolutely,” Ben replied.</p>
2	<p>Ben thought about what I had said. Then he said that building a house was more than putting wood together. He said he would want to live in a home that’s a carpenter’s dream.</p> <p>I said, “We take lines and numbers and make it into a home.”</p> <p>Ben said, “I want to make a house that makes people happy.”</p>
1	<p>Ben said that building a house was more than putting wood together. He said he would want to live in a home that’s a carpenter’s dream.</p> <p>I said we make houses into homes.</p> <p>Ben said he wants to make a house that makes people happy.</p>
0	<p>Ben said he wanted to be an artist with wood.</p>

Item 10

Scoring Rubric

Points	Description
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to evaluate the arguments and specific claims in two texts, distinguishing claims that are supported by reasons and evidence from claims that are not • Includes specific examples/details that make clear reference to the texts • Adequately explains the arguments and claims in two texts and the assessment of evidence with clearly relevant information based on the texts
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to evaluate the arguments and specific claims in two texts, distinguishing claims that are supported by reasons and evidence from claims that are not • Includes vague/limited examples/details that make reference to the texts • Explains the arguments and claims in two texts and the assessment of evidence with vague/limited information based on the texts
0	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • Gives no evidence of the ability to evaluate the arguments and specific claims in two texts, distinguishing claims that are supported by reasons and evidence from claims that are not

Item 10

Exemplar Response

Points Awarded	Sample Response
2	<p>The author of “Movies and Television: A Reflection” more successfully develops the topic of movies and television reflecting society. The author of this passage gives three concrete examples to support his or her claim that movies and TV reflect society. First, the author gives an example of a situation comedy that draws from “real-life experiences” and how most people who are watching can relate to it. Then, the author gives the example of animated cartoons about animals and how they reflect society. The author says the animals display human emotions and interact like humans. Finally, the author gives the example of modern movies that are set in the past but have characters that are more similar to people in modern times. The other author of “Positive Influence, Please!” does not develop the topic of how movies change society as successfully as the first author. This author does state some examples, such as claiming that “teens and adults copy speech patterns from movies and television.” But the author doesn’t support that claim with specific evidence. Instead, the author of “Positive Influence, Please!” seems to try to support his or her own claims by stating opinions and examples that aren’t very clear. For these reasons, the author of “Movies and Television: A Reflection” more successfully develops his or her claim using reasoning and evidence.</p>
1	<p>I think the author of the first passage did a better job because his or her point of view was much clearer and easier to understand. That author stayed focused on the idea that movies and TV shows reflect society. The author gave many examples why. The author of the second passage seemed to not be sure whether imitating things in movies or on TV is a good idea because he or she explains that some imitation can lead to disrespectful behavior and some can lead to good behavior.</p>
0	<p>I think that movies and TV shows do reflect society.</p>

Item 11

The following are examples of seven-point responses. See the seven-point, two-trait rubric for a text-based argumentative response on pages 53 and 54 to see why these examples would earn the maximum number of points.

People enjoy telling stories and hearing stories about people and places in our world. Since movies and television shows tell stories as a form of entertainment or education, it is difficult to determine if they influence us or just reflect how we are in our society. The author of the first passage, "Movies and Television: A Reflection," makes the case that these stories mirror the way people are. These stories are told in different ways, using real people, animation, or animals as characters. However, the feelings and reactions described reflect feelings we all have as human beings. We may be influenced by a dramatic plot, but that will not change who we are and how we live our lives.

The author of the second passage, "Positive Influence, Please!," implies that people are heavily influenced by what they hear and see in movies and on television shows. The author suggests that people change their language and behavior after viewing dramatic shows. The author says that people, because of the way they learn, imitate everything they hear and see. That assumption does not give individuals credit for having their own views and values. People may rethink their worldviews based on new information, but they make a conscious decision to change.

In all cultures, sharing stories with others is the way these societies maintain their heritage and sense of self. Therefore, it seems more reasonable to say that movies and television reflect society than to say that they influence it.

OR

It is true that television and movies influence society, as the author of the second passage, "Positive Influence, Please!," claims. We see examples of how television and movies affect people's behaviors and choices almost every day.

First, the author of the second passage states that "people like to imitate each other." This applies to the people in television and movies as well. One solid example this author provides is that in the 1970s women around the world imitated a television actress by copying her exact hairdo. If it weren't for this actress on television, it seems really unlikely that so many women would have this exact unique hairdo. This is a powerful example of how people make choices based on imitation of television or movies.

It may be true that in some ways television shows and movies reflect society. The author of "Movies and Television: A Reflection" supports this when he or she says that parts of television or movies are clearly "drawn from the experiences of real people." Actually, I think it would be very difficult to measure whether behavior on television or in a movie was based on a real person. How can we truly know if the story being shown on a screen has been copied from someone in real life or if it was the other way around? For these reasons, I think the author of the second passage makes a much stronger argument.

"Positive Influence, Please!" is right about television and movies influencing society, and I also agree that movies and television can be a great source for "good ideas." Some television shows or movies might help people, and maybe even teach us how to get along and make friends, as the second author states. I hope the writers of television shows and movies continue to send positive messages that influence people in a healthy way.

ENGLISH LANGUAGE ARTS (ELA) WRITING RUBRICS

Grade 6 items that are not machine-scored—i.e., constructed-response, extended constructed-response, and extended writing-response items—are manually scored using either a holistic rubric or a two-trait rubric.

Four-Point Holistic Rubric

Genre: Narrative

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

Seven-Point, Two-Trait Rubric

Genre: Argumentative or Informational/Explanatory

A two-trait rubric, on the other hand, is an analytic rubric with two traits. On the Georgia Milestones EOG assessment, a two-trait rubric contains two point scales, one for each trait, ranging from zero to four on one scale (ideas) and zero to three on the other (conventions). A score is given for each of the two traits, for a total of seven possible points for the item. To score an item on a two-trait rubric, a scorer or reader must choose the criteria 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 6 English Language Arts (ELA) EOG assessment.

Four-Point Holistic Rubric

Genre: Narrative

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

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, description, and pacing, to develop experiences, events, and/or characters • Uses occasional signal words inconsistently to indicate sequence of events and signal shifts from one time frame or setting to another • 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, description, and pacing to develop experiences, events, and/or characters • Uses words that are inappropriate, overly simple, or unclear • Provides few, if any, words that convey experiences, or events, or signal shifts from one time frame or setting to another • Provides a minimal or no conclusion • May use few, if any, ideas or details from source material • Has frequent major errors in usage and conventions that interfere with meaning*
	0	<p><i>The student will receive a condition code for various reasons:</i></p> <ul style="list-style-type: none"> • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

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

Seven-Point, Two-Trait Rubric

Trait 1 for Informational/Explanatory Genre

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

Seven-Point, Two-Trait Rubric

Trait 2 for Informational/Explanatory Genre

Writing Trait	Points	Criteria
Language Usage and Conventions <i>This trait examines the writer's ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.</i>	3	<i>The student's response demonstrates full command of language usage and conventions.</i> <ul style="list-style-type: none"> • Effectively varies sentence patterns for meaning, reader/listener interest, and style • Shows command of language and conventions when writing • Any errors in usage and conventions do not interfere with meaning*
	2	<i>The student's response demonstrates partial command of language usage and conventions.</i> <ul style="list-style-type: none"> • Varies some sentence patterns for meaning, reader/listener interest, and style • Shows some knowledge of language and conventions when writing • Has minor errors in usage and conventions with no significant effect on meaning*
	1	<i>The student's response demonstrates weak command of language usage and conventions.</i> <ul style="list-style-type: none"> • Has fragments, run-ons, and/or other sentence structure errors • Shows little knowledge of language and conventions when writing • Has frequent errors in usage and conventions that interfere with meaning*
	0	<i>The student will receive a condition code for various reasons:</i> <ul style="list-style-type: none"> • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

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

Seven-Point, Two-Trait Rubric

Trait 1 for Argumentative Genre

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

Seven-Point, Two-Trait Rubric

Trait 2 for Argumentative Genre

Writing Trait	Points	Criteria
Language Usage and Conventions <i>This trait examines the writer's ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.</i>	3	<i>The student's response demonstrates full command of language usage and conventions.</i> <ul style="list-style-type: none"> • Effectively varies sentence patterns for meaning, reader/listener interest, and style • Shows command of language and conventions when writing • Any errors in usage and conventions do not interfere with meaning*
	2	<i>The student's response demonstrates partial command of language usage and conventions.</i> <ul style="list-style-type: none"> • Varies some sentence patterns for meaning, reader/listener interest, and style • Shows some knowledge of language and conventions when writing • Has minor errors in usage and conventions with no significant effect on meaning*
	1	<i>The student's response demonstrates weak command of language usage and conventions.</i> <ul style="list-style-type: none"> • Has fragments, run-ons, and/or other sentence structure errors • Shows little knowledge of language and conventions when writing • Has frequent errors in usage and conventions that interfere with meaning*
	0	<i>The student will receive a condition code for various reasons:</i> <ul style="list-style-type: none"> • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

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

MATHEMATICS

DESCRIPTION OF TEST FORMAT AND ORGANIZATION

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

The Grade 6 Mathematics EOG assessment consists of both operational items (contribute to a student's criterion-referenced and/or norm-referenced score) and field test items (newly written items that are being tried out and do not contribute to the student's score). A subset of the norm-referenced operational items have been verified as aligned to the course content standards by Georgia educators and will also contribute to the criterion-referenced score and Achievement Level designation. The other norm-referenced items will contribute only to the national percentile rank, which is provided as supplemental information.

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

The table on the following page outlines the number and types of items included on the Grade 6 Mathematics EOG assessment.

Grade 6 Mathematics EOG Assessment Design

Description	Number of Items	Points for CR ¹ Score	Points for NRT ² Feedback
CR Selected-Response Items	39	39	0
NRT Selected-Response Items	20 ³	9 ⁴	20
CR Technology-Enhanced Items	1	2	0
CR Constructed-Response Items	2	4	0
CR Extended Constructed-Response Items	1	4	0
CR Field Test Items	10	0	0
Total Items/Points⁵	73	58	20

¹CR—Criterion-Referenced: items aligned to state-adopted content standards

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

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

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

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

The test will be given in two sections. Section 1 is divided into two parts. Students may have up to 85 minutes per section to complete Sections 1 and 2. The total estimated testing time for the Grade 6 Mathematics EOG assessment ranges from approximately 120 to 170 minutes. Total testing time describes the amount of time students have to complete the assessment. It does not take into account the time required for the test examiner to complete pre-administration and post-administration activities (such as reading the standardized directions to students). Sections 1 and 2 must be scheduled such that both will be completed in a single day or over the course of two consecutive days (one section each day) and should be completed within the same week following the district's testing protocols for the EOG measures (in keeping with state guidance).

During the Mathematics EOG assessment, a formula sheet will be available for students to use. There is an example of the formula sheet in the Mathematics Additional Sample Items section of this guide. Another feature of the Grade 6 Mathematics EOG assessment is that students may use a basic function calculator in Part B of Section 1 and in all of Section 2.

CONTENT MEASURED

The Grade 6 Mathematics assessment will measure the Grade 6 standards that are described at www.georgiastandards.org.

The content of the assessment is organized into five groupings, or domains, of standards for the purposes of providing feedback on student performance. A content domain is a reporting category that *broadly* describes and defines the content of the course, as measured by the EOG assessment. The standards for Grade 6 Mathematics are grouped into five domains: Ratios and Proportional Relationships, The Number System, Expressions and Equations, Geometry, and Statistics and Probability. Each domain was created by organizing standards that share similar content characteristics. The content standards describe the level of expertise that Grade 6 Mathematics educators should strive to develop in their students. Educators should refer to the content standards for a full understanding of the knowledge, concepts, and skills subject to be assessed on the EOG assessment.

The approximate proportional number of points associated with each domain is shown in the following table. A range of cognitive levels will be represented on the Grade 6 Mathematics EOG assessment. Educators should always use the content standards when planning instruction.

GRADE 6 MATHEMATICS: DOMAIN STRUCTURES AND CONTENT WEIGHTS

Domain	Standard		Approximate Weight
Ratios and Proportional Relationships	MGSE6.RP.1 MGSE6.RP.2 MGSE6.RP.3		12%
The Number System	MGSE6.NS.1 MGSE6.NS.2 MGSE6.NS.3 MGSE6.NS.4	MGSE6.NS.5 MGSE6.NS.6 MGSE6.NS.7 MGSE6.NS.8	30%
Expressions and Equations	MGSE6.EE.1 MGSE6.EE.2 MGSE6.EE.3 MGSE6.EE.4 MGSE6.EE.5	MGSE6.EE.6 MGSE6.EE.7 MGSE6.EE.8 MGSE6.EE.9	23%
Geometry	MGSE6.G.1 MGSE6.G.2 MGSE6.G.3 MGSE6.G.4		18%
Statistics and Probability	MGSE6.SP.1 MGSE6.SP.2 MGSE6.SP.3	MGSE6.SP.4 MGSE6.SP.5	17%

ITEM TYPES

The Mathematics portion of the Grade 6 EOG assessment consists of selected-response, technology-enhanced, constructed-response, and extended constructed-response items.

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

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

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

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

MATHEMATICS DEPTH OF KNOWLEDGE EXAMPLE ITEMS

Example items that represent the applicable DOK levels across various Grade 6 Mathematics content domains are provided.

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

Example Item 1

Selected-Response: 1 point

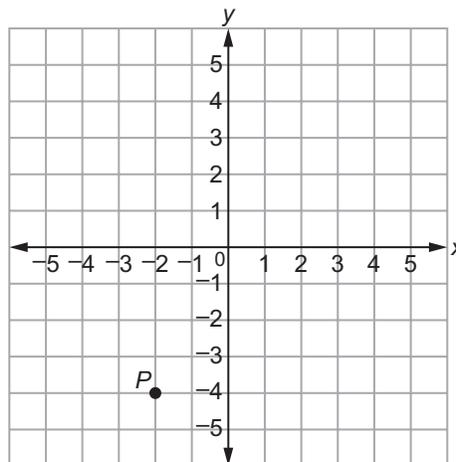
DOK Level: 1

Mathematics Grade 6 Content Domain: The Number System

Standard: MGSE6.NS.6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.

- c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.

Look at point P on the coordinate grid.



What are the coordinates of point P ?

- A. (2, 4)
- B. (4, 2)
- C. (-2, -4)
- D. (-4, -2)

Correct Answer: C

Explanation of Correct Answer: The correct answer is choice (C) $(-2, -4)$. Point P is located 2 units to the left of the origin, which gives a value of -2 for x , and 4 units down, which gives a value of -4 for y . Choice (A) is incorrect because the signs of the numbers are ignored. Choice (B) is incorrect because the coordinates are interchanged and the signs are ignored. Choice (D) is incorrect because the coordinates

are interchanged.

Example Item 2

Selected-Response: 1 point

DOK Level: 2

Mathematics Grade 6 Content Domain: Ratios and Proportional Relationships

Standard: MGSE6.RP.3. Use ratio and rate reasoning to solve real-world and mathematical problems utilizing strategies such as tables of equivalent ratios, tape diagrams (bar models), double number line diagrams, and/or equations.

b. Solve unit rate problems including those involving unit pricing and constant speed.

John orders 25 prints from a photo store for \$13.00.

What is the cost per print?

- A. \$0.12
- B. \$0.38
- C. \$0.52
- D. \$1.92

Correct Answer: C

Explanation of Correct Answer: The correct answer is choice (C) \$0.52. The cost per print is equal to the total cost divided by the number of prints: $\frac{\$13.00}{25} = \0.52 . Choice (A) is incorrect because it is the result of subtracting 0.13 from 0.25. Choice (B) is incorrect because it is the result of adding 0.13 and 0.25. Choice (D) is incorrect because it is the result of dividing 25 by 13.

Example Item 3

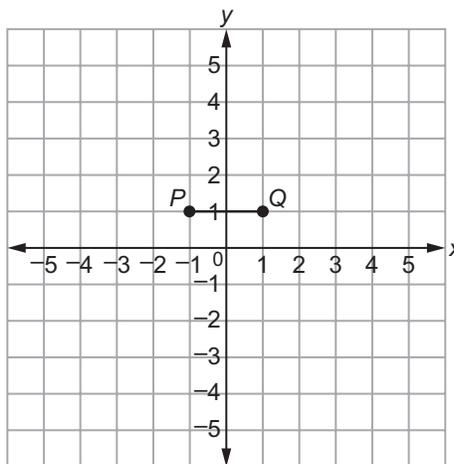
Selected-Response: 1 point

DOK Level: 3

Mathematics Grade 6 Content Domain: Geometry

Standard: MGSE6.G.3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.

Harry is drawing trapezoid $PQRS$. He plots vertices P and Q on the coordinate grid as shown.



Harry wants the trapezoid to have a height of 3 units.

Which of these could be the coordinates of vertices R and S of trapezoid $PQRS$?

- A. $R(2, 3)$ and $S(-3, 3)$
- B. $R(3, -3)$ and $S(-4, -3)$
- C. $R(4, -2)$ and $S(-2, -2)$
- D. $R(-2, 4)$ and $S(2, 2)$

Correct Answer: C

Explanation of Correct Answer: The correct answer is choice (C) $R(4, -2)$ and $S(-2, -2)$. The given coordinates form a trapezoid. From -2 to 1 on the y -axis is a height of 3 units. While choices (A) and (B) do give coordinates that form trapezoids, the heights are not 3 units. In choice (A), the height is 2 units. In choice (B), the height is 4 units. Choice (D) is incorrect because the given coordinates do not form a trapezoid.

MATHEMATICS ADDITIONAL SAMPLE ITEMS

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

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



Grade 6 Mathematics Formula Sheet

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

Perimeter

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

Area

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

Rectangle $A = bh$ or $A = lw$

Surface Area

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

Volume of Right Rectangular Prism

$$V = (\text{length})(\text{width})(\text{height})$$

or

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

Mean

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

Interquartile Range

$$IQR = Q_3 - Q_1$$

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

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

Item 1

Selected-Response: 1 point

Look at the expression.

$$25 + 45$$

Which of these is an equivalent expression?

- A. $5(5 + 45)$
- B. $5(5 + 9)$
- C. $5(20 + 40)$
- D. $5(25 + 9)$

Item 2

Selected-Response: 1 point

For the inequalities given, consider a horizontal number line oriented from left to right.

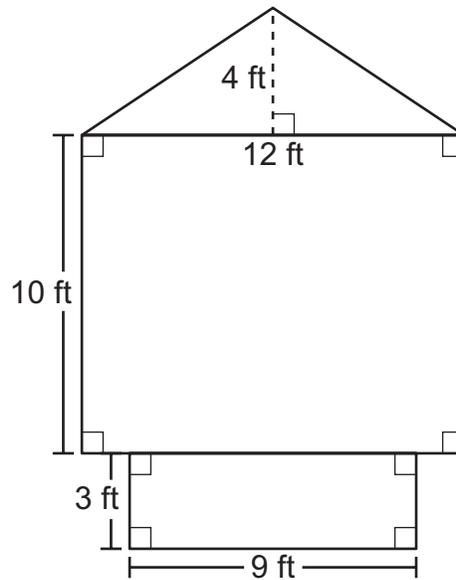
Which statement is true and why?

- A. $-1 > -4$ because -1 is to the right of -4
- B. $-4 > -5$ because -4 is to the left of -5
- C. $-8 > -7$ because -8 is to the right of -7
- D. $-9 > -6$ because -9 is to the left of -6

Item 3

Selected-Response: 1 point

Look at the figure.



What is the total area of this figure?

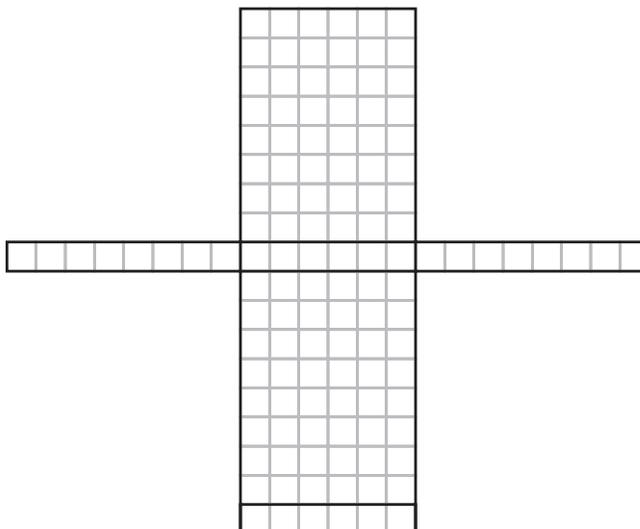
- A. 141 ft^2
- B. 171 ft^2
- C. 180 ft^2
- D. 195 ft^2

Item 4

Selected-Response: 1 point

Faye made a case for her electronic reading device using the net shown.

Faye's Case



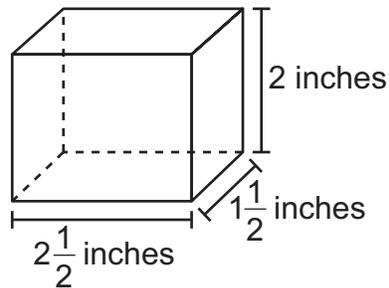
Key
<input type="checkbox"/> = 1 square inch

What is the total surface area, in square inches, of Faye's case?

- A. 62
- B. 96
- C. 108
- D. 124

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

Look at the box in the shape of a right rectangular prism.

Lorraine plans to fill this box with cubes of the same size. Each cube has edge lengths of $\frac{1}{2}$ inch.

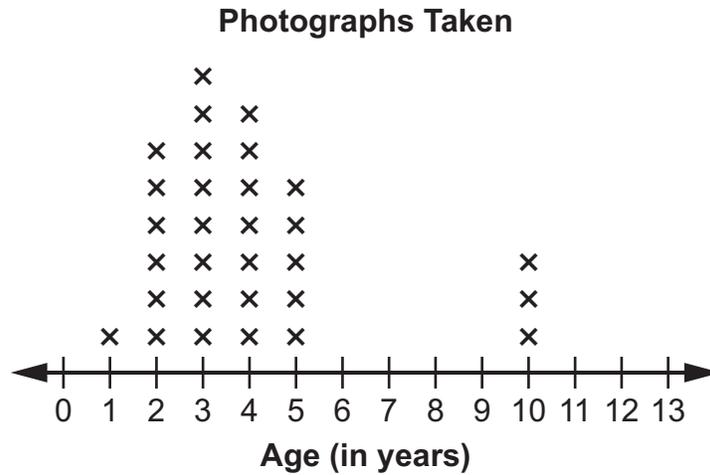
How many cubes can fit inside this box without empty space?

- A. 4
- B. 6
- C. 32
- D. 60

Item 6

Selected-Response: 1 point

The line plot shows the ages of the children who had their photographs taken at a photography studio during a certain week.



Which statement about the children who had their photographs taken does the spread of the data describe?

- A. The average age of the children was 3 years.
- B. The most common age of the children was 10 years.
- C. The ages of half the children were 6 years or less.
- D. The ages of the children ranged from 1 year to 10 years.

Item 7

Selected-Response: 1 point

Look at the inequality.

$$3y > 27$$

Which list of values for y will make this inequality true?

- A. 4, 5, 8
- B. 5, 7, 9
- C. 9, 12, 14
- D. 11, 13, 22

Item 8

Selected-Response: 1 point

Harriet has \$25 in her savings account. She will add \$5 each week and not take any money out of her account.

Which expression represents the amount of money in her savings account after x weeks?

- A. $25x + 5$
- B. $5x + 25$
- C. $25(x + 5)$
- D. $5(x + 25)$

Item 9

Multi-Select Technology-Enhanced: 2 points

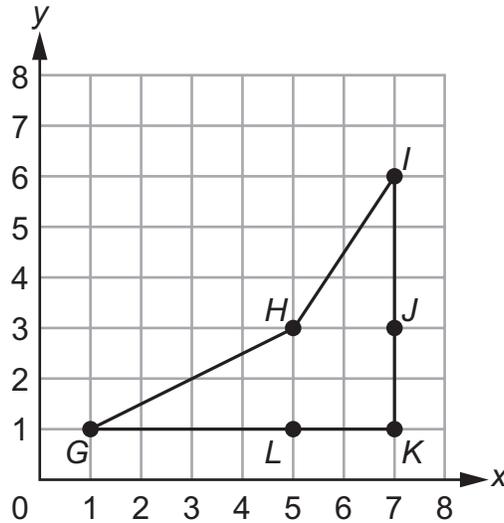
Select **THREE** expressions that are equivalent to $12x + 8y$.

- A. $12(x + 8y)$
- B. $4(3x + 2y)$
- C. $2(12x + 4y)$
- D. $4(2x + 3y)$
- E. $6x + 6x + 4y + 4y$
- F. $5x + 3x + 3x + x + 6y + y + y$

Item 10

Multi-Part Technology-Enhanced: 2 points

A polygon is graphed on the coordinate grid.



The polygon can be decomposed into two triangles to determine the area of the polygon.

Part A

Which decomposition of two triangles represents the area of the polygon?

- A. the area of triangle GHL plus the area of triangle HIJ
- B. the area of triangle GHK plus the area of triangle HIK
- C. the area of triangle GJK plus the area of triangle ILK
- D. the area of triangle GHK plus the area of triangle ILK

Part B

What is the area, in square units, of the polygon?

- A. 10
- B. 11
- C. 12
- D. 13

Item 11

Multi-Part Multi-Select Technology-Enhanced: 2 points

Part A

A metal rod is placed into the ground. The height of the rod above the ground is 100 feet. The depth of the rod is 20 feet in the ground.

What does 0 feet represent in this situation?

- A. the middle of the metal rod
- B. the top end of the metal rod
- C. the bottom end of the metal rod
- D. the point at which the metal rod enters the ground

Part B

Select TWO statements that can be represented by -40 feet.

- A. the length of a sailboat
- B. the length of a piece of ribbon
- C. the change in altitude of a balloon
- D. the distance of a tree branch above the ground
- E. the distance of a fish below the surface of the water

Item 12

Constructed-Response: 2 points

Mary has $\frac{2}{3}$ cup of chocolate chips. A cookie recipe calls for $\frac{1}{6}$ cup of chocolate chips per batch.

How many batches can Mary make using all her chocolate chips? Show or explain your work. Write your answer in the space provided.

Item 13

Extended Constructed-Response: 4 points

Tobin records the distance he walks his dog every morning for five days. He rounds each distance to the nearest whole kilometer (km). The median distance of his data is 5 km. The range of his data is 3 km.

- Part A** What is the longest possible walk Tobin could have taken during the week, rounded to the nearest kilometer? Write your answer in the space provided.

- Part B** What is the shortest possible walk Tobin could have taken during the week, rounded to the nearest kilometer? Write your answer in the space provided.

- Part C** Create a data set that includes the shortest possible walk Tobin could have taken. Explain how you created your data set. Write your answer in the space provided.

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

MATHEMATICS ADDITIONAL SAMPLE ITEM KEYS

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
1	MGSE6.NS.4	2	B	The correct answer is choice (B) $5(5 + 9)$. A common factor of 25 and 45 is 5. $\frac{25}{5} = 5$ and $\frac{45}{5} = 9$. So, $25 + 45 = 5(5 + 9)$. Choices (A) and (D) are incorrect because they only factor one of the two terms. Choice (C) is incorrect because it is the result of subtracting 5 from each term instead of dividing by 5.
2	MGSE6.NS.7a	2	A	The correct answer is choice (A) $-1 > -4$ because -1 is to the right of -4 . Numbers increase in value moving from left to right along the number line. Since -1 is to the right of -4 on the number line, $-1 > -4$. Choices (B), (C), and (D) are incorrect because the location of the numbers were confused, the signs of the numbers were not considered, and the relative positions of the numbers on the number line were misstated.
3	MGSE6.G.1	2	B	The correct answer is choice (B) 171 ft^2 . The area of the smaller rectangle is $3 \times 9 = 27 \text{ ft}^2$. The area of the larger rectangle is $10 \times 12 = 120 \text{ ft}^2$. The area of the triangle is $\left(\frac{1}{2}\right)(12 \times 4) = 24 \text{ ft}^2$. The total area is $27 + 120 + 24 = 171 \text{ ft}^2$. Choice (A) is incorrect because it uses a width of 9 feet for the larger rectangle instead of 12 feet. Choice (C) is incorrect because it combines the two rectangles into one rectangle with dimensions 12 feet by 13 feet. Choice (D) is incorrect because it uses 4×12 as the area of the triangle instead of $\left(\frac{1}{2}\right)(12 \times 4)$.
4	MGSE6.G.4	2	D	The correct answer is choice (D) 124. The net is comprised of two rectangles that each measure 8×6 inches, two rectangles that each measure 1×8 inches, and two rectangles that each measure 1×6 inches. The total area is $2(8 \times 6) + 2(1 \times 8) + 2(1 \times 6) = 124$ square inches. Choices (A), (B), and (C) are incorrect because they do not include all the faces of the net.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
5	MGSE6.G.2	2	D	The correct answer is choice (D) 60. Along the length of the box, 5 cubes will fit. Along the width, 3 cubes will fit. Therefore, 15 cubes will fill the base. The box will hold 4 layers of cubes. That means the total number of cubes is 60. Choice (A) is incorrect because it is based on the box holding 2 by 1 cubes in the base and there being only 2 layers of cubes in the height. Choice (B) is incorrect because it is the dimensions of the box added together. Choice (C) is incorrect because it is based on the box holding 4 x 2 cubes in the base, or 32 cubes instead of 15.
6	MGSE6.SP.2	1	D	The correct answer is choice (D) The ages of the children ranged from 1 year to 10 years. The least number on the number line with Xs above it is 1. The greatest number on the number line with Xs above it is 10. The data values range from 1 to 10. Choices (A) and (B) are incorrect because they are statements about measures of center instead of measures of spread. Choice (C) is incorrect because it assumes the spread of the data is the number of ages with Xs above them.
7	MGSE6.EE.5	2	D	The correct answer is choice (D) 11, 13, 22. The values of y that will make the inequality true are the values for which $3y$ is greater than 27. $3(11) = 33$; $3(13) = 39$; $3(22) = 66$. Choices (A) and (B) are incorrect because at least one value of y makes $3y$ less than 27. Choice (C) is incorrect because when y is 9, $3y$ is equal to 27.
8	MGSE6.EE.6	2	B	The correct answer is (B) $5x + 25$. Harriet starts with \$25, so the expression must have a value of 25 when $x = 0$. Each week, Harriet adds \$5, so the rate of change is \$5 per week. Choice (A) is incorrect because it interchanges the starting amount with the amount added each week. Choices (C) and (D) use the distributive property incorrectly for this situation.
9	MGSE6.EE.3	2	B/E/F	The correct answer is choices (B), (E), and (F). Choice (A) is incorrect because the 12 is only factored out of the first term. Choice (C) is incorrect because the 2 is only factored out of the second term. Choice (D) is incorrect because the coefficients for x and y were switched when factoring out the 4.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
10	MGSE6.G.1	3	Part A: B Part B: B	Part A: The correct answer is choice (B) the area of triangle <i>GHK</i> plus the area of triangle <i>HIK</i> . The two triangles make up the polygon with no overlapping or missing areas. Choice (A) is incorrect because it is missing part of the area of the polygon. Choices (C) and (D) have triangles that both overlap and still miss part of the area of the polygon. Part B: The correct answer is choice (B) 11. The area of the two triangles from Part A is 11. Choices (A), (C), and (D) all compute the area incorrectly.
11	MGSE6.NS.5	2	Part A: D Part B: C/E	Part A: The correct answer is choice (D) the point at which the metal rod enters the ground. Choices (A), (B), and (C) are incorrect because they misrepresent the meaning of positive and negative numbers. Part B: The correct answer is choices (C) and (E). Both altitude and distance below water's surface can be represented by a negative number. Choices (A) and (B) are lengths of objects and must be represented as a positive number. Choice (D) is the distance above ground and must also be a positive number.
12	MGSE6.NS.1	2	N/A	See scoring rubric and exemplar responses beginning on page 77.
13	MGSE6.SP.3	3	N/A	See scoring rubric and exemplar responses beginning on page 79.

MATHEMATICS EXAMPLE SCORING RUBRICS AND EXEMPLAR RESPONSES

Item 12

Scoring Rubric

Points	Rationale
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates a complete understanding of interpreting and computing quotients of fractions and solving word problems that involve division of fractions by fractions. • The response shows the application of a reasonable and relevant strategy. • Mathematical ideas are expressed coherently in the response, which is clear, complete, logical, and fully developed.
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates a partial understanding of interpreting and computing quotients of fractions and solving word problems that involve division of fractions by fractions. • The response shows the application of a relevant strategy, though the strategy may be only partially applied or may remain unexplained. • Mathematical ideas are expressed only partially in the response.
0	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates limited to no understanding of interpreting and computing quotients of fractions and solving word problems that involve division of fractions by fractions. • The response is incorrect. • The response shows no application of a strategy. • Mathematical ideas cannot be interpreted or lack sufficient evidence to support even a limited understanding.

Item 12

Exemplar Response

Points Awarded	Sample Response
2	$\frac{2}{3} \div \frac{1}{6} = \frac{2}{3} \times \frac{6}{1} = \frac{12}{3} = \frac{4}{1} = 4$ or other valid process AND 4 batches
1	$\frac{2}{3} \div \frac{1}{6} = \frac{2}{3} \times \frac{6}{1} = \frac{12}{3} = \frac{4}{1} = 4$ or other valid process OR 4 batches
0	Response is irrelevant, inappropriate, or not provided.

Item 13

Scoring Rubric

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

Item 13

Exemplar Response

Points Awarded	Sample Response
4	Part A: 8 km AND Part B: 2 km AND Part C: The data set could include the following: 2 km, 3 km, 5 km, 5 km, 5 km. AND I started with the shortest distance: 2. I knew the range was 3, so I knew I had to have a 5 as the greatest number. I also knew the median was 5, so when the numbers were in order from least to greatest (2, ?, 5, ?, 5), 5 had to be in the middle. The fourth number had to be 5 also, and then the second number had to be 2, 3, 4, or 5. <i>Or other valid process.</i>
3	The student correctly answers three of the four parts.
2	The student correctly answers two of the four parts.
1	The student correctly answers one of the four parts.
0	<i>Response is irrelevant, inappropriate, or not provided.</i>

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

APPENDIX: LANGUAGE PROGRESSIVE SKILLS, BY GRADE

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

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

* Subsumed by L.7.3a

† Subsumed by L.9-10.1a

‡ Subsumed by L.11-12.3a

Assessment Guide
Grade 6
End-of-Grade

