

Georgia  
**Milestones**  
Assessment System



**Assessment Guide**  
**Grade 7**



**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 7 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 7 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 7 or assessed on the tests*. The state-adopted content standards and associated standards-based instructional resources, such as the Content Frameworks, should be used to plan instruction. This Assessment Guide can serve as a *supplement* to those resources, in addition to any locally developed resources, **but should not be used in isolation**. In principle, this Assessment Guide is intended to be descriptive of the assessment program and should not be considered all-inclusive. The state-adopted content standards are located at [www.georgiastandards.org](http://www.georgiastandards.org).

## **TESTING SCHEDULE**

The Georgia Milestones Grade 7 EOG assessment is offered during the Main Administration each spring and one Summer Administration for retests.

Students will take the Georgia Milestones Grade 7 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.

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## DEPTH OF KNOWLEDGE DESCRIPTORS

Items found on the Georgia Milestones assessments, including the Grade 7 EOG assessment, are developed with a particular emphasis on cognitive complexity, or Depth of Knowledge (DOK). DOK is measured on a scale of 1 to 4 and refers to the level of cognitive demand required to complete a task (or in this case, an assessment item). The higher the level, the *more complex* the assessment; however, higher levels do not necessarily mean *more difficult* items. For instance, a question can have a low DOK but a medium or even high difficulty level. Conversely, a DOK 4 question may have a low difficulty level but still require a great deal of cognitive thinking (e.g., analyzing and synthesizing information instead of just recalling it). The following descriptions and table show the expectations of the four DOK levels in greater detail.

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

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

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

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

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

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

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

## SCORES

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

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## 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 7 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 7 English Language Arts EOG assessment.

### Grade 7 English Language Arts (ELA) EOG Assessment Design

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

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

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

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

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

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

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 7 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 7 English Language Arts (ELA) assessment will measure the Grade 7 standards that are described at [www.georgiastandards.org](http://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 7 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 7 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 7 English Language Arts (ELA) EOG assessment. Educators should always use the content standards when planning instruction.

## GRADE 7 ENGLISH LANGUAGE ARTS (ELA): DOMAIN STRUCTURES AND CONTENT WEIGHTS

Domain	Standard	Approximate Weight	
<b>Reading and Vocabulary</b>	ELAGSE7RI1	ELAGSE7RL2	53%
	ELAGSE7RI2	ELAGSE7RL3	
	ELAGSE7RI3	ELAGSE7RL4	
	ELAGSE7RI4	ELAGSE7RL5	
	ELAGSE7RI5	ELAGSE7RL6	
	ELAGSE7RI6	ELAGSE7RL9	
	ELAGSE7RI7	ELAGSE7L4	
	ELAGSE7RI8	(4a, 4b, 4c)	
	ELAGSE7RI9	ELAGSE7L5	
	ELAGSE7RL1	(5a, 5b, 5c)	
<b>Writing and Language</b>	ELAGSE7W1 (1a, 1b, 1c, 1d, 1e)	ELAGSE7W8 ELAGSE7W9	47%
	ELAGSE7W2 (2a, 2b, 2c, 2d, 2e, 2f)	ELAGSE7L1 (1a, 1b, 1c)	
	ELAGSE7W3 (3a, 3b, 3c, 3d, 3e)	ELAGSE7L2 (2a, 2b)	
	ELAGSE7W4	ELAGSE7L3	
	ELAGSE7W7	(3a)	

## ITEM TYPES

The English Language Arts (ELA) portion of the Grade 7 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 7 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 1–3

Read the article and answer example items 1 through 3.

### Basketball Beginnings

Basketball is one of the most popular sports in the United States, so it might surprise you to learn that the game is just over a hundred years old. A gym teacher in Massachusetts, James Naismith, invented the game of basketball in 1891 to give students something to do in the winter.

Naismith studied and taught at the YMCA Training School in Springfield, Massachusetts. Winter in Massachusetts can be very cold, with deep snow on the ground. The school director asked Naismith to design a sport the students could play indoors. Naismith remembered a game he played in his childhood called “duck-on-a-rock.” In this game, Naismith set an object or “duck” on top of a rock. He and his friends then threw another rock to try to knock the “duck” off. He thought the concept might work but decided the indoor sport should involve throwing a ball at a target.

One thing that concerned Naismith about playing this game was if the players ran with the ball, they might bump into each other and fall on the hardwood floor. He did not want anyone to get hurt, so he decided players should throw the ball to each other from different points on the floor.

Naismith’s next question was what to use for a goal. He thought that players should try to throw the ball into a box but could not find any boxes that were the right size. Instead, he found two peach baskets, which he set up as goals at opposite ends of the gym. When a player succeeded in throwing the ball into the basket, it did not fall out the bottom. It simply stayed in the peach basket until someone got it back out.

Naismith’s students played the first basketball game late in 1891. Because the class had eighteen students, they played with nine men on each team. The game spread quickly across the United States. YMCA Training School graduates taught the game wherever they went after graduation.

Not far away in Northampton, Massachusetts, was Smith College, a school for women. The physical education teacher there, Senda Berenson, introduced Naismith’s new game to students at the college in 1892. She changed some of the rules to make the game depend more on teamwork. Basketball spread to other female colleges. Sometimes the doors were locked or guarded to make sure no men could watch the women play.

Using peach baskets for goals posed a problem. After a successful shot, how could players get the ball back so they could go on with the game? One solution was a string attached to the basket; the referee could pull the string to tip the basket so the ball could roll out. Another solution was to replace the hard wooden basket with a net hanging inside a metal hoop. The net “basket” was closed at the bottom, but the referee could poke at the net with a broom handle and push the ball out from below.

As years passed, many details of the game changed. Although Naismith had written thirteen rules for his game, each team began to create its own set of rules. Players used different types of balls. After 1897, most teams had five players, and teams became known as “fives.” The game was called “basket ball”—two words—until the 1920s.

Today, boys and girls of all ages play basketball in parks, schools, and colleges in every state. Professional teams attract huge crowds, and even more Americans watch them on television. Basketball is part of the international Olympic Games. Could James Naismith possibly have imagined all this when he had his students throw a ball into a peach basket for something to do indoors in the winter?

### Example Item 1

**Selected-Response:** 1 point

**DOK Level:** 2

**English Language Arts (ELA) Grade 7 Content Domain:** Reading and Vocabulary

**Standard:** ELAGSE7RI2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

**Which statement BEST expresses two central ideas developed over the course of the article?**

- A. The original game of basketball has been modified significantly since its invention. Now players toss a ball into a hoop instead of a peach basket.
- B. The first basketball players were students of a gym teacher in Massachusetts. Teams were made up of nine players who threw the ball to each other.
- C. Basketball was developed years ago to give students indoor exercise during the winter. The details of the game have changed and improved over the years.
- D. A gym teacher invented basketball for male students over one hundred years ago. Soon after, a coach at a women's college adapted the game for her students.

**Correct Answer:** C

**Explanation of Correct Answer:** The correct answer is choice (C) Basketball was developed years ago to give students indoor exercise during the winter. The details of the game have changed and improved over the years. The article as a whole focuses on the game's beginnings and how it has changed over the years. Choices (A), (B), and (D) are incorrect because all or part of the choices focus on minor details of the article, not the central ideas.

**Example Item 2****Constructed-Response:** 2 points**DOK Level:** 3**English Language Arts (ELA) Grade 7 Content Domain:** Reading and Vocabulary**Standard:** ELAGSE7RI6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.**What is the author’s purpose in writing the article?****Use details from the article to support your answer.****Scoring Rubric**

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

**Example Item 2****Exemplar Response**

<b>Points Awarded</b>	<b>Sample Response</b>
2	The author’s purpose is to explain the history of basketball. The author tells readers basketball is “just over a hundred years old.” Then the author goes on to explain all the events that have happened over the years to make basketball what it is today. The author starts out by telling how a gym teacher invented basketball and why he did it. Then the author explains how the game changed and developed over time. For example, in 1891 a basketball team had 9 players. However, after 1897, a basketball team changed to only have five players. Finally, the author describes how basketball became a sport played all over the world.
1	The author’s purpose is to explain the history of basketball. The article starts with how it was invented and ends with how popular it is now.
0	The author explains what people should know about basketball.

### Example Item 3

**Extended Constructed-Response:** 4 points

**DOK Level:** 4

**English Language Arts (ELA) Grade 7 Content Domain:** Writing and Language

**Standard:** ELAGSE7W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**Write a story about playing basketball in James Naismith’s gym class in 1891. Use dialogue and description to develop the characters and setting.**

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

**Go to the next page to finish Example Item 3.**

**Example Item 3. *Continued.***

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**The following is an example of a four-point response. See the four-point holistic rubric for a text-based narrative response on pages 55 and 56 to see why this example would earn the maximum number of points.**

*Though trekking through ten inches of snow was exhausting, I had walked as briskly as I could to the gymnasium. My classmates had told me that Mr. Naismith developed a new game for us to play, and they wanted me to try it. I knew they had been playing it all afternoon, and I wanted to get there quickly.*

*The cold wind whipped at my face as I approached the building, and I hurried inside. Jonathan, Robert, and Jacob were already playing, and they tossed me the ball. I placed it on the ground, shed my coat and boots, and ran towards my friends.*

*“Slow down, Samuel,” Jacob cried. “Mr. Naismith doesn’t want us to run and bump into each other, so we are playing in assigned positions. We saved a spot for you—stand over there and toss me the ball!” Jacob pointed to an area on the gymnasium floor, and I trotted to my spot. I passed the ball to him and he passed it back. I caught it and turned toward the peach basket, launching the ball into the air with great hope. We watched in eager anticipation as the ball arced toward the ceiling and then down toward the basket. It landed square in the middle of the basket.*

*“Hurray!” shouted my teammates. I couldn’t believe I had scored a basket on my first try! My teammates gathered around exclaiming congratulations and patting me on the back.*

*“Not so fast!” yelled Robert. I looked in his direction and saw him pointing to a ladder in the corner of the gym. “The person who scores has to get the ball back out!”*

*“Didn’t you say a referee pulls a string and tips the ball out?” I asked.*

*“Yes, but we have no referee or string today, so it looks like you will have to retrieve it for us!” he laughed good-naturedly.*

*We all chuckled as I retrieved the ball and got ready for another round.*

## Example Item 4

**Extended Writing-Response:** 7 points

**DOK Level:** 4

**English Language Arts (ELA) Grade 7 Content Domain:** Writing and Language

**Standards:**

ELAGSE7W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

ELAGSE7L1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

ELAGSE7L2. 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 informational 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 informational essay about animal relationships.

**These are the titles of the passages you will read:**

1. Animal Roles and Relationships
2. Unusual Animal Friendships

## Animal Roles and Relationships

Animal relationships are often surprising. In nature, it is important for animals to find ways in which to work together for survival. Sometimes different species will work as partners. Other times, members of the same species will develop helpful roles.

One example of a strange partnership is between the hermit crab and the sea anemone. In their ocean environment, these two animals help each other. Hermit crabs use their pincers to tap sea anemones. Once bothered, the sea anemones attach themselves to the hermit crabs' shells. The crabs then give the anemones rides along the bottom of the ocean. In exchange for the free ride, the anemones protect the crabs from octopuses and other predators. The hermit crabs give sea anemones protection from starfish and other attackers. Sea anemones also get free food by eating the leftovers from hermit crab fare.

In some cases, animals take on certain responsibilities within their own families. Mammals are known for developing roles within their natural order. In a pride of lions, lionesses are the hunters while male lions are the protectors. Lionesses also have strong parental instincts. Not only do they care for their own cubs, but they will take care of each other's cubs as well. Lionesses take turns "babysitting" and caring for the pride's young cubs.

Wolf packs have a specialized social order as well. There are wolves that are in charge. They decide essentially everything that the pack does. Most wolves in the pack are in charge of helping to find food and making sure that everyone is safe. When female wolves have a litter of pups, they are treated very well. Other wolf mothers or males will bring the mother food so that she does not have to leave her young. Once the pups are old enough to walk, the mother joins in helping the pack once more. In a pack of wolves, every member does his or her part to teach the pups. In addition, each wolf is expected to help feed and protect the pack. Scientists believe that wolves have one of the most complex series of relationships in the animal kingdom.

No matter how animals help each other, it is important for their own survival. The ability to work together has kept things running smoothly in the animal world. Relationships are not unique to humans; they are critical to animals as well.

## Unusual Animal Friendships

There are some friendships so unusual that they cannot really be explained. There are dozens of well-documented unique bonds between animals. These relationships are particularly interesting when the two animals are from different species.

Suryia the orangutan and Roscoe the dog are two such friends. Suryia was orphaned after losing his parents. He was moved to an endangered wildlife refuge in South Carolina, where doctors feared he would not live long. He would not eat and did not interact with any person or animal. Then, on a walk around the refuge, Suryia saw Roscoe, a dog that lives on the zoo's land. Suryia rushed over to Roscoe and gave him a hug. From that moment on, the two have been best friends. They sleep, eat, and play together every day. They enjoy swimming, although Roscoe has to help Suryia get over his fear of the water. To thank Roscoe for his help, Suryia always shares his snacks with his best friend. Although nobody would expect an orangutan and a dog to be inseparable, they are truly a perfect pair.

Another odd pairing is between Bea the giraffe and Wilma the ostrich. Both animals live on a 65-acre plot of land in Florida. Since Wilma was born, the two have been the best of pals. Bea likes to clean Wilma with her long tongue, and Wilma likes to cuddle close to her friend. Even though they have plenty of room in which to roam, they stay close to each other every day. They prefer to wander the land as a duo.

One final example of strange animal friendships is between Torque the greyhound puppy and Shrek the baby owl. Shrek was taken away from his mother by her handler when Shrek's mother refused to care for him. The handler began feeding both Torque and Shrek in the same room and allowed Torque to sniff the owl and lick his feathers. Within no time, the two became devoted companions, watching television and taking walks together. The handler says that Torque is very protective of Shrek.

These may be uncommon friendships, but they are examples of how animals bond with each other. It seems that some animals enjoy the comfort of mutual affection even if the circumstances are unexpected.

## WRITING TASK

Some animals can develop special relationships within their group or even with other species.

Think about the ideas in the two passages. Then write an **informational/explanatory essay** in your own words about how animals can bond with each other.

Be sure to use information from BOTH passages in your **informational/explanatory essay**.

### Writer's Checklist

**Be sure to:**

- Introduce the topic clearly, provide a focus, and organize information in a way that makes sense.
- Use information from the two passages so that your essay includes important details.
- Develop the topic with facts, definitions, details, quotations, or other information and examples related to the topic.
- Identify the passages by title or number when using details or facts directly from the passages.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages.
- Use appropriate and varied transitions to connect ideas and to clarify the relationships among ideas and concepts.
- Use clear language and vocabulary.
- Establish and maintain a formal style.
- Provide a conclusion that supports the information presented.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

**Now write your informational/explanatory essay on your answer document. Refer to the Writer's Checklist as you write and proofread your essay.**

**The following is an example of a seven-point response. See the seven-point, two-trait rubric for a text-based informational/explanatory response on pages 57 and 58 to see why this example would earn the maximum number of points.**

*Animals in the wild have natural enemies; there are predators and prey, the hunters and the hunted. That is the expected order of relationships. However, unusual situations allow animals to change that dynamic. One example of a special relationship between species could be a litter of kittens bonding with a dog that just had puppies. The assumption is that the dog has strong mothering instincts and wants to take care of helpless babies, in this case kittens, babies from a different species.*

*The first passage, "Animal Roles and Relationships," gives examples of unusual connections that support the idea that animals from different species can have special relationships. The author gave the example of the lionesses that take care of others' cubs, or wolves that share roles in a pack, as needed, feeding and protecting the pack.*

*The second passage, "Unusual Animal Friendships," gives examples of unusual relationships between animals, especially at a time of loss. For example, an orangutan that lost its parents bonded with a dog. The loving nature of the dog seemed to cause the two animals to form a close friendship. This observation also supports the idea that animals can bond with animals outside their own species.*

*These unusual relationships indicate that the caring and support for survival knows no rules or boundaries. Caring and nurturing is part of the animal kingdom in many surprising ways.*

## 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 story and answer questions 1 through 9.

### From the City to the Trail

I'm a city girl. I love the variety of people, the bright lights, and the spectacular buildings that tower overhead. So, you can imagine my surprise when my parents informed me that I'd be spending the summer with my aunt, uncle, and cousin in a small town in Georgia. The last time my cousin Tamara came to visit me, she told me about the beautiful parks around the state. She explained how she often goes hiking and camping with her parents. I told her that the most hiking I had ever done was through the shops and stores in the city. Although I was unsure about what to expect, I could not wait to try something new for the summer.

The day I arrived at my aunt and uncle's home, we all sat down to a nice dinner. During the meal, my uncle suggested that we spend the next day hiking in Amicalola Falls State Park. With enthusiasm, I agreed, and we decided to go to bed early so we would have energy for our hiking excursion.

I was ready to go early in the morning. I looked at myself in the mirror. Before the trip, I had purchased a new pair of really great sneakers with red stripes on the sides. I thought I looked like a true hiker. My cousin Tamara took one look at me, giggled, and said I had to change my shoes. She explained that my feet would get blisters and I would not be able to walk. Although my shoes were very comfortable, Tamara said hiking required shoes with soles thick enough to protect my feet from rocks. Fortunately, she was able to lend me a pair of her hiking boots.

We hit the road in my uncle's van, and I gazed out the window and took in the scenery. I wasn't used to seeing so much nature. About two hours later, we finally arrived. I got out of the car, and with awe, I looked up at the Appalachian Mountains. Like the buildings in the city, they towered overhead. We began to walk and found a path that would lead us to the top of the falls.

At first as we walked, the atmosphere felt odd. Perhaps I just felt out of place for a moment. I noticed how quiet it seemed on the path. We knew there were other people hiking, but we did not hear any of them. Instead, I heard the birds chirping and the squirrels chattering. There were sudden movements in the tangles of plants on the ground that must have been scurrying animals. These noises were much different from the buzz of traffic and busy streets. Tamara knew many of the plants that we encountered. I explained to her how, last December, I bought a soft, velvet-like shirt because I loved the way that it felt. Now, I saw what looked like velvet on the trees and ground! She told me it was moss. I looked above me. The green canopy overhead filtered out most of the sunlight, but just enough flickered through to create a dancing pattern of light on the ground. No one told us to be quiet, but somehow Tamara and I automatically spoke in hushed voices, almost as if we were in a museum.

Despite the overwhelming beauty, my scented hand lotion, though it smelled wonderful earlier that morning, seemed to be attracting every mosquito and gnat in Amicalola Falls. I was turning into one enormous mosquito bite.

I soon forgot the bugs as we reached the top of the falls, though. The sound of the water grew to a roar as we got closer. The sight was hypnotizing. The water did not look like water so much as poured white foam. Uncle Ed said it was 729 feet down to the bottom of the falls, but it felt much farther. It didn't even seem like what I was looking at was real. I felt as if I were looking at the canvas of a great artist.

Mesmerized by the view before me, I was startled when Aunt Patricia spoke, disturbing the stillness of the moment. She announced that it was time to begin our descent. On the way back down, I devised a plan in my head. I'd convince my parents to come with me next time. They would really enjoy hiking. Perhaps, I could even persuade them to take me camping!

### Item 1

**Selected-Response:** 1 point

**Which statement provides the BEST comparison of the narrator and Tamara's points of view about hiking throughout the story?**

- A. Unlike Tamara, the narrator dreads going on a hike. However, the narrator thinks that it is tolerable once she gets moving.
- B. Like Tamara, the narrator looks forward to hiking. The narrator has to get used to the experience, but she finds it enjoyable.
- C. Like Tamara, the narrator looks forward to hiking. However, the narrator is disappointed by the scenery and decides she would rather stay indoors in the future.
- D. Unlike Tamara, the narrator is disinterested in going on a hike. Once the narrator gets moving, she finds it is far more difficult than she thought it would be.

### Item 2

**Selected-Response:** 1 point

**What is the MOST LIKELY reason Uncle Ed suggests hiking at Amicalola Falls?**

- A. to prove that Georgia is a lovely state
- B. to teach the narrator about why state parks are important
- C. to keep the girls entertained and out of trouble
- D. to help the narrator experience the pleasure of being in nature

**Item 3**

**Selected-Response:** 1 point

**Read the sentence from paragraph 5 of the story.**

**No one told us to be quiet, but somehow Tamara and I automatically spoke in hushed voices, almost as if we were in a museum.**

**What does the phrase *spoke in hushed voices* indicate about the girls?**

- A.** They are in awe of the wonder around them.
- B.** They feel guilty that they have not hiked before.
- C.** They worry that they might attract wildlife to the area.
- D.** They are discussing a secret they wish to remain private.

**Item 4**

**Constructed-Response:** 2 points

**Explain how the setting distracts the narrator from her mosquito bites.**

**Use details from the story 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 5

Selected-Response: 1 point

Based on these sentences from the story, what can the reader conclude about Tamara?

**My cousin Tamara took one look at me, giggled, and said I had to change my shoes. She explained that my feet would get blisters and I would not be able to walk. Although my shoes were very comfortable, Tamara said hiking required shoes with soles thick enough to protect my feet from rocks. Fortunately, she was able to lend me a pair of her hiking boots.**

- A. Tamara is a reliable person and acts generously toward the narrator.
- B. Tamara knows a lot about state parks and plans to teach the narrator about them.
- C. Tamara enjoys exercise and encourages the narrator to appreciate exercising.
- D. Tamara is proud of her experience and acts like she is smarter than the narrator is.

### Item 6

Selected-Response: 1 point

What does *excursion* mean as it is used in the sentence?

**With enthusiasm, I agreed, and we decided to go to bed early so we would have energy for our hiking excursion.**

- A. club
- B. long trail
- C. fun gathering
- D. journey

**Item 7****Selected-Response:** 1 point**Which word in the sentences helps the reader understand the meaning of *descent*?**

She announced that it was time to begin our descent. On the way back down, I devised a plan in my head. I'd convince my parents to come with me next time.

- A. announced
- B. down
- C. plan
- D. convince

**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****Which sentence BEST describes a theme of the story?**

- A. It is important to have family that is supportive.
- B. Over time a person can learn to deal with difficult problems.
- C. Spending time in nature can lead to appreciation of its beauty.
- D. True friends make sacrifices for one another.

**Part B****Which sentence from the story BEST supports the answer in Part A?**

- A. The day I arrived at my aunt and uncle's home, we all sat down to a nice dinner.
- B. She explained how she often goes hiking and camping with her parents.
- C. I soon forgot the bugs as we reached the top of the falls, though.
- D. I felt as if I were looking at the canvas of a great artist.

## Item 9

**Extended Constructed-Response:** 4 points

Read the scene from the story.

Despite the overwhelming beauty, my scented hand lotion, though it smelled wonderful earlier that morning, seemed to be attracting every mosquito and gnat in Amicalola Falls. I was turning into one enormous mosquito bite.

Rewrite this scene using descriptive details and sensory language to better convey the narrator's experience with mosquitoes.

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

Go to the next page to finish Item 9.



## Items 10–12

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

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

As you read the passages think about details you may use in an informational essay about animal relationships.

**These are the titles of the passages you will read:**

1. Animal Roles and Relationships
2. Unusual Animal Friendships

## Animal Roles and Relationships

Animal relationships are often surprising. In nature, it is important for animals to find ways in which to work together for survival. Sometimes different species will work as partners. Other times, members of the same species will develop helpful roles.

One example of a strange partnership is between the hermit crab and the sea anemone. In their ocean environment, these two animals help each other. Hermit crabs use their pincers to tap sea anemones. Once bothered, the sea anemones attach themselves to the hermit crabs' shells. The crabs then give the anemones rides along the bottom of the ocean. In exchange for the free ride, the anemones protect the crabs from octopuses and other predators. The hermit crabs give sea anemones protection from starfish and other attackers. Sea anemones also get free food by eating the leftovers from hermit crab fare.

In some cases, animals take on certain responsibilities within their own families. Mammals are known for developing roles within their natural order. In a pride of lions, lionesses are the hunters while male lions are the protectors. Lionesses also have strong parental instincts. Not only do they care for their own cubs, but they will take care of each other's cubs as well. Lionesses take turns "babysitting" and caring for the pride's young cubs.

Wolf packs have a specialized social order as well. There are wolves that are in charge. They decide essentially everything that the pack does. Most wolves in the pack are in charge of helping to find food and making sure that everyone is safe. When female wolves have a litter of pups, they are treated very well. Other wolf mothers or males will bring the mother food so that she does not have to leave her young. Once the pups are old enough to walk, the mother joins in helping the pack once more. In a pack of wolves, every member does his or her part to teach the pups. In addition, each wolf is expected to help feed and protect the pack. Scientists believe that wolves have one of the most complex series of relationships in the animal kingdom.

No matter how animals help each other, it is important for their own survival. The ability to work together has kept things running smoothly in the animal world. Relationships are not unique to humans; they are critical to animals as well.

## Unusual Animal Friendships

There are some friendships so unusual that they cannot really be explained. There are dozens of well-documented unique bonds between animals. These relationships are particularly interesting when the two animals are from different species.

Suryia the orangutan and Roscoe the dog are two such friends. Suryia was orphaned after losing his parents. He was moved to an endangered wildlife refuge in South Carolina, where doctors feared he would not live long. He would not eat and did not interact with any person or animal. Then, on a walk around the refuge, Suryia saw Roscoe, a dog that lives on the zoo's land. Suryia rushed over to Roscoe and gave him a hug. From that moment on, the two have been best friends. They sleep, eat, and play together every day. They enjoy swimming, although Roscoe has to help Suryia get over his fear of the water. To thank Roscoe for his help, Suryia always shares his snacks with his best friend. Although nobody would expect an orangutan and a dog to be inseparable, they are truly a perfect pair.

Another odd pairing is between Bea the giraffe and Wilma the ostrich. Both animals live on a 65-acre plot of land in Florida. Since Wilma was born, the two have been the best of pals. Bea likes to clean Wilma with her long tongue, and Wilma likes to cuddle close to her friend. Even though they have plenty of room in which to roam, they stay close to each other every day. They prefer to wander the land as a duo.

One final example of strange animal friendships is between Torque the greyhound puppy and Shrek the baby owl. Shrek was taken away from his mother by her handler when Shrek's mother refused to care for him. The handler began feeding both Torque and Shrek in the same room and allowed Torque to sniff the owl and lick his feathers. Within no time, the two became devoted companions, watching television and taking walks together. The handler says that Torque is very protective of Shrek.

These may be uncommon friendships, but they are examples of how animals bond with each other. It seems that some animals enjoy the comfort of mutual affection even if the circumstances are unexpected.

**Item 10**

**Selected-Response:** 1 point

**Read the dictionary entry.**

**critical** *adj.* 1. inclined to find fault 2. involving skillful judgment; judicial 3. providing different versions of text 4. of decisive importance; crucial

**Which definition of *critical* is used in “Animal Roles and Relationships”?**

**Relationships are not unique to humans; they are critical to animals as well.**

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



**Item 12****Extended Writing-Response:** 7 points**WRITING TASK**

Some animals can develop special relationships within their group or even with other species.

Think about the ideas in the two passages. Then write an **informational/explanatory essay** in your own words about how animals can bond with each other.

Be sure to use information from BOTH passages in your **informational/explanatory essay**.

**Writer's Checklist****Be sure to:**

- Introduce the topic clearly, provide a focus, and organize information in a way that makes sense.
- Use information from the two passages so that your essay includes important details.
- Develop the topic with facts, definitions, details, quotations, or other information and examples related to the topic.
- Identify the passages by title or number when using details or facts directly from the passages.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages.
- Use appropriate and varied transitions to connect ideas and to clarify the relationships among ideas and concepts.
- Use clear language and vocabulary.
- Establish and maintain a formal style.
- Provide a conclusion that supports the information presented.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

**Now write your informational/explanatory essay on your answer document. Refer to the Writer's Checklist as you write and proofread your essay.**

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A large rectangular box containing 25 horizontal lines for writing.

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**Items 13–15****Item 13****Selected-Response:** 1 point**Which sentence uses commas correctly?**

- A. The team was excited to win the local, softball tournament.
- B. We asked for striped, peppermint candy as a special treat.
- C. My sister wanted to have a calm, fair discussion about the issue.
- D. They lived in a red, brick house with a huge oak tree in the front yard.

**Item 14****Selected-Response:** 1 point**Read the paragraph.**

**My family has never owned a wheelbarrow, but we have many reasons to use one. When we need to move a lot of rocks or dirt in our yard, we always use my younger sister’s big metal toy wagon. It has been surprisingly durable and has made many difficult jobs go by faster. However, my sister has become reluctant to let the rest of the family use the wagon. She has pointed to scratches and dents as signs we are not careful enough.**

**Which sentence is the BEST conclusion for the paragraph?**

- A. She has never really liked to share her things, and I guess the wagon is just one more example of that.
- B. The next time we need to use the wagon, we will either be more careful or we may even look into buying a wheelbarrow.
- C. One time, I was able to use the wagon to move a pile of gravel quickly that would have otherwise taken hours.
- D. She wants to show us how much we have accidentally damaged the wagon over the years.

### Item 15

**Selected-Response:** 1 point

**Angelique is conducting research for an essay about organic farming. She learns that organic farms must take specific steps to get certified as organic. She wants to conduct additional research on this topic.**

**Which question is BEST for additional research on the topic of getting certified as an organic farm?**

- A. Do organic farmers grow healthier produce than non-organic farmers?
- B. How many organic farms operate in the U.S.?
- C. Are organic farms as profitable as non-organic farms?
- D. What rules must organic farmers follow?

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

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
1	ELAGSE7RL6	3	B	The correct answer is choice (B) Like Tamara, the narrator looks forward to hiking. The narrator has to get used to the experience, but she finds it enjoyable. In the story the narrator is very happy to go on a hike and then has to adjust to the quiet and mosquitoes. But she enjoys the trip and is excited to think of her parents joining her in hiking the area. Choice (A) is incorrect because the narrator doesn't dread the hike and she has more positive feelings about it once she starts. Choice (C) is incorrect because she enjoys the hike and wants to go again. Choice (D) is incorrect because the narrator is excited to go and is able to manage without great difficulty.
2	ELAGSE7RL3	3	D	The correct answer is choice (D) to help the narrator experience the pleasure of being in nature. Uncle Ed knows that the narrator doesn't see much of nature because she lives in the city, so this is why he suggests hiking. Choice (A) is incorrect because there is no indication that the narrator doesn't think Georgia is a lovely state. Choice (B) is incorrect because Uncle Ed never suggests that he wants to teach anything. Choice (C) is incorrect because nothing in the story indicates that the girls are troublesome.
3	ELAGSE7RL4	2	A	The correct answer is choice (A) They are in awe of the wonder around them. The girls speak quietly because they are so impressed by their surroundings. While the other choices may support a reason for speaking quietly, they are not supported by the events and details of the story. Choice (B) is incorrect because Tamara has hiked before. Choice (C) is incorrect because the story does not support the idea that the girls are concerned about wildlife. Choice (D) is incorrect because their discussions do not suggest a need for privacy.
4	ELAGSE7RL3	3	N/A	See scoring rubric and exemplar responses on page 50.
5	ELAGSE7RL1	2	A	The correct answer is choice (A) Tamara is a reliable person and acts generously toward the narrator. These sentences show that Tamara is willing to help and is patient with her cousin. Choice (B) is incorrect because Tamara does not imply that she wants to teach her cousin about state parks. Choice (C) is incorrect because nothing suggests that Tamara is passionate about exercise. Choice (D) is incorrect because Tamara doesn't boast or behave as if she's smarter than the narrator.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
6	ELAGSE7L4a	2	D	The correct answer is choice (D) journey. <i>Excursion</i> is another word for a short journey. Choice (A) is incorrect because an excursion is not a group. Choice (B) is incorrect because an excursion is not something specific like a trail. Choice (C) is incorrect because an excursion is a journey rather than a fun gathering.
7	ELAGSE7L5b	2	B	The correct answer is choice (B) down. This is the only word in the sentences that explains the meaning of <i>descent</i> . Choices (A) and (C) are incorrect because a descent is not an announcement or a plan. Choice (D) is incorrect because <i>descent</i> does not relate to convincing.
8	ELAGSE7RL2	3	C/D	The correct answers are choice (C) Spending time in nature can lead to appreciation of its beauty, <b>and</b> choice (D) I felt as if I were looking at the canvas of a great artist. At the beginning of the story we learn that the speaker considers herself a “city girl,” and her instincts throughout the story show that nature is not part of her usual routine. However, during the hike, she is stunned by the beauty of her surroundings, and by the end of the story, she wishes to share the experience with her family. The answer choice for Part B shows the sentence of the story that best supports the speaker’s awe of the beauty of her surroundings. In Part A, choice (A) is incorrect because though the speaker clearly has supportive family, this is not a source of any kind of transformation and is not a theme. Choice (B) is incorrect because while the speaker is a “city girl,” she doesn’t have a problem with the idea of going on a hike, and she certainly does not face any difficult problems. Choice (D) is incorrect because no one in the story makes a sacrifice of any kind, let alone for someone else. The incorrect options in Part B support incorrect answers in Part A.
9	ELAGSE7W3	4	N/A	See exemplar responses on page 51 and the four-point holistic rubric beginning on page 55.
10	ELAGSE7L4c	2	D	The correct answer is choice (D) definition 4. The word <i>critical</i> is used to mean “crucial” in the sentence. Choices (A), (B), and (C) are not matches for the meaning of <i>critical</i> as it is used in the sentence.
11	ELAGSE7RI2	3	N/A	See scoring rubric and exemplar responses on page 52.
12	ELAGSE7W2, ELAGSE7L1, ELAGSE7L2	4	N/A	See exemplar response on page 53 and the seven-point, two-trait rubric beginning on page 57.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
13	ELAGSE7L2a	3	C	The correct answer is choice (C) My sister wanted to have a calm, fair discussion about the issue. A comma is needed to separate the adjectives “fair” and “calm” because they are coordinate adjectives. Choices (A), (B), and (D) do not need a comma to separate the cumulative adjectives.
14	ELAGSE7W2f	2	B	The correct answer is choice (B) The next time we need to use the wagon, we will either be more careful or we may even look into buying a wheelbarrow. This choice is correct because it logically follows the preceding thought and finishes the paragraph. Choices (A), (C), and (D) either restate an earlier idea or introduce new information in the paragraph and do not provide an adequate conclusion for the paragraph.
15	ELAGSE7W7	2	D	The correct answer is choice (D) What rules must organic farmers follow? This choice is correct because it speaks to the idea of “specific steps” that organic farmers must undergo to become certified. Choices (A), (B), and (C) are related to the topic of organic farming, but they are not related to the idea of procedures or rules for becoming certified as an organic farmer.

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

### Item 4

#### Scoring Rubric

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

#### Exemplar Response

Points Awarded	Sample Response
2	<p>The setting distracts the narrator from her mosquito bites by providing impressive scenery. As the narrator mentions the “overwhelming beauty” that surrounds her, she also complains that she “was turning into one enormous mosquito bite.” However, as the group reaches the falls and the sights and sounds of the moving water, the narrator is distracted from the bug bites and focused on the falls instead. She discusses how the sight is “hypnotizing” and does not mention the mosquito bites again.</p>
1	<p>The setting distracts the narrator from her mosquito bites by giving her something else to be interested in. There are sights and sounds of the waterfall that take her attention away from the bug bites.</p>
0	<p>The setting distracts the narrator from her mosquito bites.</p>

## Item 9

To view the four-point holistic rubric for a text-based narrative response, see pages 55 and 56.

### Exemplar Response

Points Awarded	Sample Response
4	<p>As I took in the overwhelming beauty of the area, I felt a pinch of pain on my arm. “Ouch!” I said and looked down at where the pain originated. There, sitting ever so happily, was a mosquito. Totally unaware of me, it sucked my blood like a vampire. I swatted at it, but it got away before my hand slapped my mosquito-less arm.</p> <p>After a few more steps, I felt the telltale pinch again. This time I squished the little guy before he drained me too much. Another pinch. And another. Suddenly I realized that the scented lotion I’d used that morning was attracting every mosquito in Amicalola Falls.</p> <p>I continued along the path, shooing away the nasty little bugs with limited success, but it wasn’t long before I realized I was turning into one enormous mosquito bite.</p> <p>I knew I’d become increasingly miserable as soon as my skin started to react to the bites. I’d be itching and scratching from head to toe. Still, the scenery was too beautiful to miss, so I put aside my concern and concentrated on the splendor around me.</p>
3	<p>I was enjoying the beautiful area until I felt something bite me. A mosquito was on my arm. It flew away before I could swat it away. Then it came back with some friends.</p> <p>I kept hiking on the path, but I wasn’t having any luck stopping the bugs. The mosquitoes loved my hand lotion. Pretty soon I had turned into one enormous mosquito bite.</p> <p>The itching was terrible! But I tried to concentrate on everything I was seeing, because it was all so beautiful.</p>
2	<p>Mosquitoes bit me on my arm. I swatted at them, but they kept getting away. It was hard to enjoy the beautiful hike.</p> <p>After a few more steps, I felt another bite. This time I got him. More bites. I was attracting every mosquito around.</p> <p>I was turning into one enormous mosquito bite.</p>
1	<p>I felt pain on my arm. It was a mosquito. It sucked my blood. I swatted at it, but it got away. Then I felt another bite. I got him. More mosquitoes bit me. I was turning into a big mosquito bite.</p>
0	<p>I went on a hike. I got bit by mosquitoes.</p>

## Item 11

## Scoring Rubric

Points	Description
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>• Gives sufficient evidence of the ability to determine two central ideas found in both texts</li> <li>• Adequately explains the two central ideas found in both texts</li> <li>• Includes specific details that make clear reference to both texts</li> </ul>
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>• Gives limited evidence of the ability to determine two central ideas found in both texts</li> <li>• Includes vague/limited details that make reference to one or both texts</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Gives sufficient evidence of the ability to determine one central idea in both texts</li> <li>• Includes details that make reference to both texts</li> </ul>
0	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>• Gives no evidence of the ability to determine two central ideas found in both texts</li> </ul>

## Exemplar Response

Points Awarded	Sample Response
2	<p>One central idea found in both passages is that different animals sometimes work together in ways that make life better for both of them. For example, in the first passage the author explains how sea anemones hitch rides on the backs of hermit crabs and protect those crabs from predators. In the second passage, this same idea is backed up by the story of the giraffe who likes to clean an ostrich. Something else both authors address is the idea that the ways that animals interact can seem unusual or surprising to human beings observing them. The first author writes that “animal relationships are often surprising,” and the second author says that “there are some friendships so unusual that they cannot really be explained.”</p>
1	<p>One central idea found in both passages is that different animals sometimes work together in ways that make life better for both of them. For example, in the first passage the author explains how sea anemones and hermit crabs help each other. In the second passage, this same idea is backed up by the story of the giraffe and the ostrich.</p>
0	<p>Both passages are interesting because they provide a lot of information about many different animals doing unusual and helpful things.</p>

**Item 12**

The following is an example of a seven-point response. See the seven-point, two-trait rubric for a text-based informational/explanatory response on pages 57 and 58 to see why this example would earn the maximum number of points.

*Animals in the wild have natural enemies; there are predators and prey, the hunters and the hunted. That is the expected order of relationships. However, unusual situations allow animals to change that dynamic. One example of a special relationship between species could be a litter of kittens bonding with a dog that just had puppies. The assumption is that the dog has strong mothering instincts and wants to take care of helpless babies, in this case kittens, babies from a different species.*

*The first passage, "Animal Roles and Relationships," gives examples of unusual connections that support the idea that animals from different species can have special relationships. The author gave the example of the lionesses that take care of others' cubs, or wolves that share roles in a pack, as needed, feeding and protecting the pack.*

*The second passage, "Unusual Animal Friendships," gives examples of unusual relationships between animals, especially at a time of loss. For example, an orangutan that lost its parents bonded with a dog. The loving nature of the dog seemed to cause the two animals to form a close friendship. This observation also supports the idea that animals can bond with animals outside their own species.*

*These unusual relationships indicate that the caring and support for survival knows no rules or boundaries. Caring and nurturing is part of the animal kingdom in many surprising ways.*

## ENGLISH LANGUAGE ARTS (ELA) WRITING RUBRICS

Grade 7 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 7 English Language Arts (ELA) EOG assessment.

## Four-Point Holistic Rubric

### Genre: Narrative

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

### Four-Point Holistic Rubric

#### Genre: Narrative (continued)

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

\*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><b>Idea Development, Organization, and Coherence</b></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"> <li>• Effectively introduces a topic</li> <li>• Effectively develops the topic with multiple, relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic</li> <li>• Effectively organizes ideas, concepts, and information using various strategies such as definition, classification, comparison/contrast, and cause/effect</li> <li>• Effectively uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts</li> <li>• Uses precise language and domain-specific vocabulary to inform about or explain the topic</li> <li>• Establishes and maintains a formal style</li> <li>• Provides a strong concluding statement or section that follows from the information or explanation presented</li> </ul>
	3	<p><i>The student's response is a complete informative/explanatory text that examines a topic and presents information based on a text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Introduces a topic</li> <li>• Develops the topic with a few facts, definitions, concrete details, quotations, or other information and examples</li> <li>• Generally organizes ideas, concepts, and information</li> <li>• Uses some transitions to connect and clarify relationships among ideas, but relationships may not always be clear</li> <li>• Uses some precise language and domain-specific vocabulary to explain the topic</li> <li>• Maintains a formal style, for the most part</li> <li>• Provides a concluding statement or section</li> </ul>
	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"> <li>• Attempts to introduce a topic</li> <li>• Attempts to develop a topic with too few details</li> <li>• Ineffectively organizes ideas, concepts, and information</li> <li>• Uses few transitions to connect and clarify relationships among ideas</li> <li>• Uses limited language and vocabulary that does not inform or explain the topic</li> <li>• Uses a formal style inconsistently or uses an informal style</li> <li>• Provides a weak concluding statement or section</li> </ul>
	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"> <li>• May not introduce a topic, or topic is unclear</li> <li>• May not develop a topic</li> <li>• May be too brief to group any related ideas together</li> <li>• May not use any linking words to connect ideas</li> <li>• Uses vague, ambiguous, or repetitive language</li> <li>• Uses a very informal style</li> <li>• Provides a minimal or no concluding statement or section</li> </ul>
	0	<p><i>The student will receive a condition code for various reasons:</i></p> <ul style="list-style-type: none"> <li>• Blank</li> <li>• Copied</li> <li>• Too Limited to Score/Illegible/Incomprehensible</li> <li>• Non-English/Foreign Language</li> <li>• Off Topic/Off Task/Offensive</li> </ul>

**Seven-Point, Two-Trait Rubric**

**Trait 2 for Informational/Explanatory Genre**

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

\*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><b>Idea Development, Organization, and Coherence</b></p> <p><i>This trait examines the writer's ability to effectively establish a claim as well as to address counterclaims, 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"> <li>• Effectively introduces claim(s)</li> <li>• Uses an organizational strategy to clearly present reasons and relevant evidence logically</li> <li>• Supports claim(s) with clear reasons and relevant evidence using specific, well-chosen facts, details, or other information from credible sources and demonstrates a good understanding of the topic or texts</li> <li>• Acknowledges and counters opposing claim(s), as appropriate</li> <li>• Uses words, phrases, and/or clauses that effectively connect and show direct, strong relationships among claim(s), reasons, and evidence</li> <li>• Establishes and maintains a formal style that is appropriate for task, purpose, and audience</li> <li>• Provides a strong concluding statement or section that logically follows from the argument presented</li> </ul>
	3	<p><i>The student's response is a complete argument that develops and supports claims with some text-based evidence.</i></p> <ul style="list-style-type: none"> <li>• Clearly introduces claim(s)</li> <li>• Uses an organizational strategy to present reasons and evidence</li> <li>• Uses facts, details, definitions, examples, and/or other information to develop claim(s)</li> <li>• Attempts to acknowledge and/or counter opposing claim(s), as appropriate</li> <li>• Uses words, phrases, or clauses that connect and show relationships among claim(s), reasons, and evidence</li> <li>• Uses a formal style fairly consistently that is appropriate for task, purpose, and audience</li> <li>• Provides a concluding statement or section that follows from the argument presented</li> </ul>
	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"> <li>• Attempts to introduce claim(s)</li> <li>• Attempts to use an organizational structure which may be formulaic</li> <li>• Attempts to support claim(s) with facts, reasons, and other evidence sometimes, but logic and relevancy are often unclear</li> <li>• Makes little, if any, attempt to acknowledge or counter opposing claim(s)</li> <li>• Uses few words, phrases, or clauses to connect ideas; connections are not always clear</li> <li>• Uses a formal style inconsistently or an informal style that does not fit task, purpose, or audience</li> <li>• Provides a weak concluding statement or section that may not follow the argument presented</li> </ul>
	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"> <li>• May not introduce claim(s)/claim(s), or they must be inferred</li> <li>• May be too brief to demonstrate an organizational structure, or no structure is evident</li> <li>• Has minimal support for claim(s)</li> <li>• Makes no attempt to acknowledge or counter opposing claim(s)</li> <li>• Uses minimal or no words, phrases, or clauses to connect ideas</li> <li>• Uses very informal style that is not appropriate for task, purpose, or audience</li> <li>• Provides a minimal or no concluding statement or section</li> </ul>
	0	<p><i>The student will receive a condition code for various reasons:</i></p> <ul style="list-style-type: none"> <li>• Blank</li> <li>• Copied</li> <li>• Too Limited to Score/Illegible/Incomprehensible</li> <li>• Non-English/Foreign Language</li> <li>• Off Topic/Off Task/Offensive</li> </ul>

## Seven-Point, Two-Trait Rubric

### Trait 2 for Argumentative Genre

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

\*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.

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# MATHEMATICS

## DESCRIPTION OF TEST FORMAT AND ORGANIZATION

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

The Grade 7 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 7 Mathematics EOG assessment.

### Grade 7 Mathematics EOG Assessment Design

Description	Number of Items	Points for CR <sup>1</sup> Score	Points for NRT <sup>2</sup> Feedback
CR Selected-Response Items	39	39	0
NRT Selected-Response Items	20 <sup>3</sup>	9 <sup>4</sup>	20
CR Technology-Enhanced Items	1	2	0
CR Constructed-Response Items	2	4	0
CR Extended Constructed-Response Items	1	4	0
CR Field Test Items	10	0	0
CR Field Test Items	7	0	0
<b>Total Items/Points<sup>5</sup></b>	<b>73</b>	<b>58</b>	<b>20</b>

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

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

<sup>3</sup>Of these items, 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.

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

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

The test will be given in two sections. Section 1 is divided into two parts. Students may have up to 85 minutes per section to complete Sections 1 and 2. The total estimated testing time for the Grade 7 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 7 Mathematics EOG assessment is that students may use a scientific calculator in Part B of Section 1 and in all of Section 2.

## CONTENT MEASURED

The Grade 7 Mathematics assessment will measure the Grade 7 standards that are described at [www.georgiastandards.org](http://www.georgiastandards.org).

The content of the assessment is organized into five groupings, or domains, of standards for the purposes of providing feedback on student performance. A content domain is a reporting category that *broadly* describes and defines the content of the course, as measured by the EOG assessment. The standards for Grade 7 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 7 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 7 Mathematics EOG assessment. Educators should always use the content standards when planning instruction.

## GRADE 7 MATHEMATICS: DOMAIN STRUCTURES AND CONTENT WEIGHTS

Domain	Standard	Approximate Weight	
Ratios and Proportional Relationships	MGSE7.RP.1 MGSE7.RP.2 MGSE7.RP.3	19%	
The Number System	MGSE7.NS.1 MGSE7.NS.2 MGSE7.NS.3	21%	
Expressions and Equations	MGSE7.EE.1 MGSE7.EE.2	MGSE7.EE.3 MGSE7.EE.4	17%
Geometry	MGSE7.G.1 MGSE7.G.2 MGSE7.G.3	MGSE7.G.4 MGSE7.G.5 MGSE7.G.6	23%
Statistics and Probability	MGSE7.SP.1 MGSE7.SP.2 MGSE7.SP.3 MGSE7.SP.4	MGSE7.SP.5 MGSE7.SP.6 MGSE7.SP.7 MGSE7.SP.8	20%

## ITEM TYPES

The Mathematics portion of the Grade 7 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 7 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 7 Content Domain:** Statistics and Probability

**Standard:** MGSE7.SP.5. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around  $\frac{1}{2}$  indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.

**Which probability value indicates an event that is MOST LIKELY to happen?**

- A.  $\frac{1}{17}$
- B.  $\frac{3}{17}$
- C.  $\frac{3}{20}$
- D.  $\frac{17}{20}$

**Correct Answer:** D

**Explanation of Correct Answer:** The correct answer is choice (D)  $\frac{17}{20}$ . Choice (A) is incorrect because it indicates the probability of the event that is least likely to happen. Choices (B) and (C) are incorrect because they represent the probabilities of events that are less likely to happen than the event described by choice (D). Both probabilities are less than  $\frac{17}{20}$ .

**Example Item 2****Selected-Response:** 1 point**DOK Level:** 2**Mathematics Grade 7 Content Domain:** Ratios and Proportional Relationships**Standard:** MGSE7.RP.2. Recognize and represent proportional relationships between quantities.

c. Represent proportional relationships by equations. For example, if total cost  $t$  is proportional to the number  $n$  of items purchased at a constant price  $p$ , the relationship between the total cost and the number of items can be expressed as  $t = pn$ .

**A package of Little Bites dog cookies costs \$9.20.****Which equation can be used to find the total cost,  $c$ , of  $p$  packages of dog cookies?**

**A.**  $c = p + 9.20$

**B.**  $c = p - 9.20$

**C.**  $c = \frac{p}{9.20}$

**D.**  $c = 9.20p$

**Correct Answer:** D

**Explanation of Correct Answer:** The correct answer is choice (D)  $c = 9.20p$ . Choice (D) is correct because the total cost and the number of packages are in a proportional relationship, so the total cost is the product of the cost per package and the number of packages. Choice (A) is incorrect because it adds the number of packages and the cost per package. Choice (B) is incorrect because it subtracts the cost per package from the number of packages. Choice (C) is incorrect because it divides the number of packages by the cost per package instead of multiplying.

**Example Item 3****Selected-Response:** 1 point**DOK Level:** 3**Mathematics Grade 7 Content Domain:** The Number System**Standard:** MGSE7.NS.2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.

- a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as  $(-1)(-1) = 1$  and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.

**Which rational numbers when multiplied by  $-\frac{1}{2}$  will result in a positive rational number as the product? Why?**

- A. any negative rational number because the product of two negative rational numbers is a positive rational number
- B. any even rational number because the product of a rational number and an even rational number is a positive rational number
- C. any rational number greater than  $\frac{1}{2}$  because the product of two rational numbers takes the sign of the greater rational number
- D. any rational number greater than 0 because the product of a negative rational number and a positive rational number is a positive rational number

**Correct Answer:** A

**Explanation of Correct Answer:** The correct answer is choice (A) any negative rational number because the product of two negative rational numbers is a positive rational number. Choice (B) is incorrect because it assumes that the even/odd property of a number determines the sign of the product. Choice (C) is incorrect because it confuses the rules of addition and multiplication. Choice (D) is incorrect because it misstates the rule for multiplication of rational numbers.

## **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 7 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.

## Circumference of a Circle

$$C = \pi d \quad \text{or} \quad C = 2\pi r$$

$$\pi \approx 3.14$$

## Area

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

Rectangle  $A = bh$

Circle  $A = \pi r^2$

## Surface Area

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

## Volume of Right Prism

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

## 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

Alicia shoots a basketball at a hoop 100 times. She hits the backboard and misses with  $\frac{2}{5}$  of her shots, hits the rim and misses with 32% of her shots, and makes a basket with the rest of her shots.

How many baskets does she make?

- A. 68
- B. 40
- C. 32
- D. 28

### Item 2

Selected-Response: 1 point

Of the 60 students who auditioned in a singing contest, 40% were asked to come back for a second audition. After the second audition, 6 students were asked to come back for a final audition.

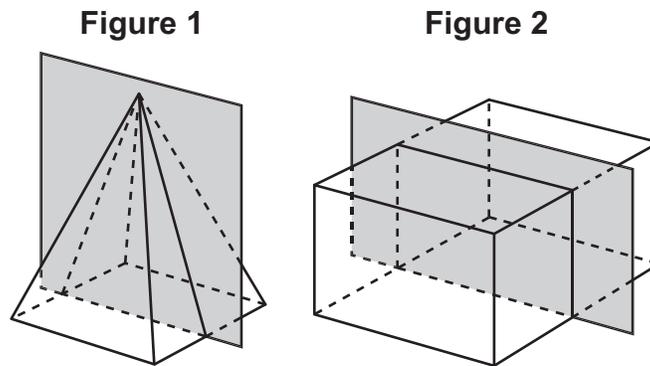
What percentage of the students from the second audition were asked to come back for the final audition?

- A. 4%
- B. 10%
- C. 15%
- D. 25%

**Item 3**

Selected-Response: 1 point

Figure 1 is a right rectangular pyramid, and Figure 2 is a right rectangular prism.



Which statement describes the cross-sections of each figure created by the shaded planes?

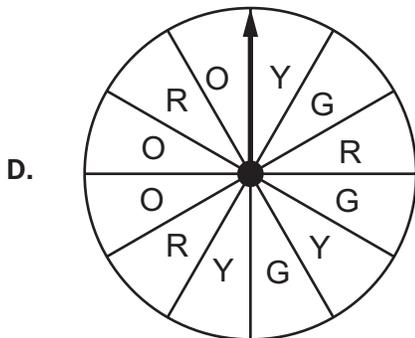
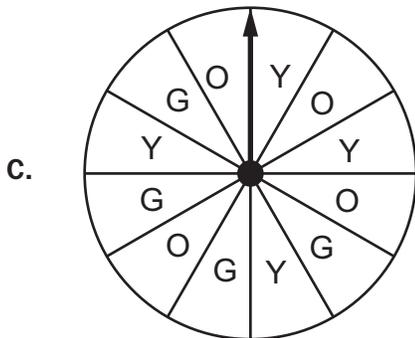
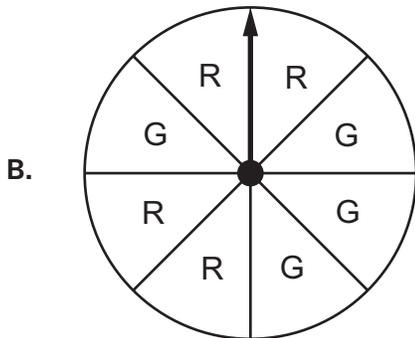
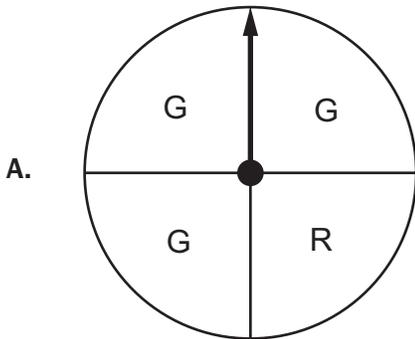
- A. The cross-sections of both figures are rectangles.
- B. The cross-sections of both figures are parallelograms that are not rectangles.
- C. The cross-section of Figure 1 is a triangle, and the cross-section of Figure 2 is a rectangle.
- D. The cross-section of Figure 1 is a trapezoid, and the cross-section of Figure 2 is a rectangle.

**Item 4**

**Selected-Response:** 1 point

Andrea made a spinner with a letter marked on each section. She said the probability of the arrow landing on G is  $\frac{1}{4}$ .

Which spinner could be the one that Andrea made?



## Item 5

Selected-Response: 1 point

Tara had  $1\frac{5}{8}$  pounds of dried nuts. She ate  $\frac{1}{4}$  pound of dried nuts each day for 6 days.

How many pounds of dried nuts did Tara have left after 6 days?

- A.  $\frac{1}{8}$
- B.  $\frac{7}{8}$
- C.  $1\frac{1}{2}$
- D.  $1\frac{3}{8}$

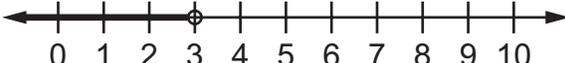
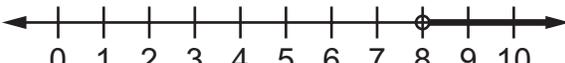
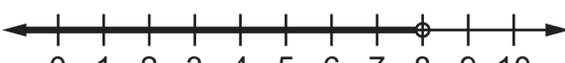
## Item 6

Selected-Response: 1 point

Look at the inequality.

$$2x + 5 < 11$$

Which number line shows the solution to this inequality?

- A. 
- B. 
- C. 
- D. 

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

A processing machine crushes  $3\frac{1}{4}$  kilograms of dried fruits in  $\frac{3}{4}$  minute.

What is the rate, in kilograms per minute, at which the machine crushes dried fruits?

- A.  $\frac{3}{13}$
- B.  $\frac{16}{39}$
- C.  $2\frac{7}{16}$
- D.  $4\frac{1}{3}$

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

A circle has a diameter of 14.5 inches.

Using 3.14 for  $\pi$ , what is the circumference of the circle, rounded to the nearest hundredth of an inch?

- A. 22.77 inches
- B. 45.53 inches
- C. 91.06 inches
- D. 165.05 inches

**Item 9**

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

A furniture store sells kits that customers use to build cabinets. Each kit contains 18 screws and a set number of boards.

**Part A**

Jarred buys 6 of these kits and has a total of 192 screws and boards. The equation shown represents this situation.

$$6(x + 18) = 192$$

What does the variable  $x$  represent in Jarred's equation?

- A. the number of screws in one kit
- B. the number of screws in all 6 kits
- C. the number of boards in one kit
- D. the number of boards in all 6 kits

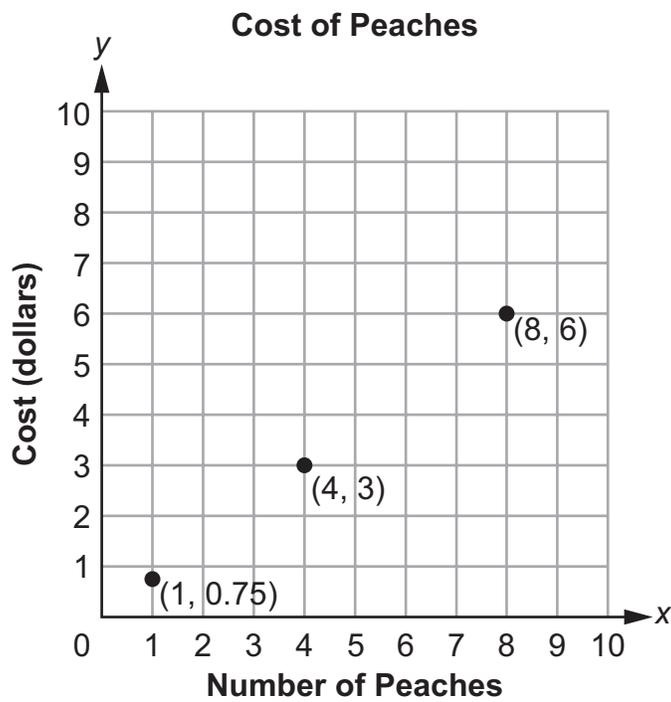
**Part B**

What is the value of  $x$  in Jarred's equation?

- A. 11
- B. 14
- C. 29
- D. 35

**Item 10****Multi-Select Technology-Enhanced:** 2 points

The points on the coordinate grid represent the costs for the different numbers of peaches.

**Select THREE statements that are true about the graph.**

- A. There is a proportional relationship between the number of peaches and the cost because a line can be drawn passing through the origin and connecting all the points shown.
- B. There is a proportional relationship between the number of peaches and the cost because the x-value is always greater than the y-value.
- C. The point (1, 0.75) can be used to represent the unit rate of 0.75 dollars per peach.
- D. The point (1, 0.75) can be used to determine the total cost by subtracting 0.25 from the number of peaches.
- E. The point (4, 3) represents the cost of \$4 for 3 peaches.
- F. The point (4, 3) represents 4 peaches at a cost of \$3.

**Item 11**

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

**Part A**

A cube numbered from 1 through 6 is rolled 300 times. The number 6 lands face-up on the cube 32 times.

What is the closest estimate for the experimental probability of 6 landing face-up on the cube?

- A. 0.087
- B. 0.107
- C. 0.127
- D. 0.188

**Part B**

A cube numbered from 1 through 6 is rolled 400 times. The probability of 3 landing face-up on the cube is  $\frac{1}{6}$ .

Select TWO values that indicate an approximate relative frequency of 3 landing face-up in 400 attempts.

- A. 24
- B. 64
- C. 70
- D. 200
- E. 240

**Item 12**

**Constructed-Response:** 2 points

A volcano in the ocean rises approximately 14,000 feet above sea level. Its base is approximately 20,000 feet below sea level.

What is the total height of the volcano? Show or explain your work. Write your answer in the space provided.

	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____

**Item 13**

**Extended Constructed-Response:** 4 points

A zoo wanted to know which animal exhibit is liked the most by children under 12 years of age. One day, zoo officials surveyed every 20th person leaving the zoo and asked them to name their favorite animal exhibit. Of the people surveyed, 73% reported that the elephant habitat is their favorite exhibit. The zoo officials concluded that children under 12 years of age like the elephant habitat the most.

- Part A Describe the sample for this survey. Write your answer in the space provided.
- Part B There are 560 visitors at the zoo on this day. What was the sample size for the survey? Write your answer in the space provided.
- Part C Explain why this is a random sample. Write your answer in the space provided.
- Part D Explain why the zoo’s conclusion is invalid. Write your answer in the space provided.

Go to the next page to finish Item 13.

Item 13. *Continued.*

<b>Part A</b> _____
<b>Part B</b> _____
<b>Part C</b> _____ _____ _____ _____ _____ _____ _____ _____
<b>Part D</b> _____ _____ _____ _____ _____ _____ _____ _____

## MATHEMATICS ADDITIONAL SAMPLE ITEM KEYS

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
1	MGSE7.RP.3	2	D	The correct answer is choice (D) 28. Alicia hits the backboard with $\frac{2}{5}(100) = 40$ shots, hits the rim with $0.32(100) = 32$ shots, and makes $100 - 40 - 32 = 28$ shots. Choice (A) is incorrect because it does not subtract the number of shots that hit the backboard. Choice (B) is incorrect because it is the number of shots that hit the backboard. Choice (C) is incorrect because it is the number of shots that hit the rim.
2	MGSE7.RP.3	2	D	The correct answer is choice (D) 25%. Forty percent of 60 is 24, and 6 out of 24 is 25%. Choice (A) is incorrect because it is the result of dividing 60 by 0.4 instead of multiplying and then dividing 6 by that quotient. Choice (B) is incorrect because it is the result of dividing 6 by 60. Choice (C) is incorrect because it is the result of dividing 6 by 40.
3	MGSE7.G.3	2	C	The correct answer is choice (C) The cross-section of Figure 1 is a triangle, and the cross-section of Figure 2 is a rectangle. The plane intersects Figure 1 perpendicular to its base and passes through its apex, so the cross-section is a triangle, and the plane intersects Figure 2 parallel to two of its faces and perpendicular to the other four faces. Choice (A) is incorrect because the plane does not intersect Figure 1 parallel to its base. Choice (B) is incorrect because the planes intersect the figures perpendicular to their bases. Choice (D) is incorrect because the plane passes through the apex of Figure 1.

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
4	MGSE7.SP.7a	2	D	<p>The correct answer is choice (D). The spinner is divided into 12 equal sections, three of which are marked “G.”</p> <p>Since <math>\frac{3}{12} = \frac{1}{4}</math>, the probability of the arrow landing on G is <math>\frac{1}{4}</math>. Choice (A) is incorrect because three of the four sections are labeled “G,” so the probability of landing on G is <math>\frac{3}{4}</math>.</p> <p>Choice (B) is incorrect because four of the eight sections are labeled “G,” so the probability of landing on G is <math>\frac{1}{2}</math>.</p> <p>Choice (C) is incorrect because four of the twelve sections are labeled “G,” so the probability of landing on G is <math>\frac{1}{3}</math>.</p>
5	MGSE7.NS.3	2	A	<p>The correct answer is choice (A) <math>\frac{1}{8}</math>. Tara ate <math>6 \times \frac{1}{4} = \frac{6}{4}</math> pounds of nuts in 6 days, which is equivalent to <math>\frac{12}{8}</math> pounds. So, she has <math>\frac{13}{8} - \frac{12}{8} = \frac{1}{8}</math> pound left after 6 days. Choice (B) is incorrect because <math>\frac{6}{4}</math> was incorrectly converted to <math>\frac{6}{8}</math> and then subtracted from <math>1\frac{5}{8}</math>. Choice (C) is incorrect because it is the number of pounds of nuts that Tara ate, not the pounds left over. Choice (D) is incorrect because it is the result of subtracting <math>\frac{1}{4}</math> from <math>1\frac{5}{8}</math>.</p>
6	MGSE7.EE.4b	2	B	<p>The correct answer is choice (B). Choice (A) is incorrect because the arrow is pointing in the wrong direction and corresponds to <math>x &gt; 3</math>. Choice (C) is incorrect because the inequality was incorrectly solved by adding 5 to the right side instead of subtracting, and the arrow points in the wrong direction. Choice (D) is incorrect because the inequality was incorrectly solved by adding 5 to the right side instead of subtracting.</p>

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
7	MGSE7.RP.1	2	D	The correct answer is choice (D) $4\frac{1}{3}$ . When you divide $3\frac{1}{4}$ by $\frac{3}{4}$ , the answer is $4\frac{1}{3}$ . Choice (A) is incorrect because it is the result of dividing the time by the weight instead of the weight by the time. Choice (B) is incorrect because it is the result of dividing the reciprocal of the time by the weight. Choice (C) is incorrect because it is the result of multiplying the weight by the time instead of dividing.
8	MGSE7.G.4	2	B	The correct answer is choice (B) 45.53 inches. Choice (A) is incorrect because it is equal to $\frac{1}{2} \times \pi \times d$ . Choice (C) is incorrect because it is equal to $2 \times \pi \times d$ . Choice (D) is incorrect because it is the area of the circle.
9	MGSE7.EE.4a	3	Part A: C Part B: B	Part A: The correct answer is choice (C) the number of boards in one kit. The unknown in the equation is the number of boards. Choices (A) and (B) are incorrect because the number of screws is given, so it is not unknown. Choice (D) is incorrect because the amount is for six kits instead of just one. Part B: The correct answer is choice (B) 14. When solving the given equation for $x$ , the answer is 14. Choices (A), (C), and (D) are all the results of computational errors when solving the equation.
10	MGSE7.RP.2d	2	A/C/F	The correct answer is choices (A), (C), and (F). Choice (B) is incorrect because the explanation for being a proportional relationship is incorrect. Choice (D) is incorrect because subtracting is not how you find the total cost. Choice (E) is incorrect because it confuses the cost with the number of peaches.
11	MGSE7.SP.6	2	Part A: B Part B: B/C	Part A: The correct answer is choice (B) 0.107. When you divide 32 by 300, the answer is closest to 0.107. Choices (A), (C), and (D) are incorrect because they are not as close to the correct answer as choice (B). Part B: The correct answer is choices (B) and (C). The theoretical probability predicts about 67, so 64 and 70 are the two closest approximations of the frequency of the number cube landing with the 3 face-up. Choices (A), (D), and (E) are incorrect because they are not as close to the theoretical frequency as choices (B) and (C).

Item	Standard/ Element	DOK Level	Correct Answer	Explanation
12	MGSE7.NS.1b	2	N/A	See scoring rubric and exemplar responses on page 84.
13	MGSE7.SP.1	3	N/A	See scoring rubric and exemplar responses beginning on page 85.

## 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"> <li>• The response demonstrates a complete understanding of applying and extending previous understanding of addition and subtraction to add and subtract rational numbers.</li> <li>• The response is correct and complete.</li> <li>• The response shows the application of a reasonable and relevant strategy.</li> <li>• Mathematical ideas are expressed coherently in the response, which is clear, complete, logical, and fully developed.</li> </ul>
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>• The response demonstrates a partial understanding of applying and extending previous understanding of addition and subtraction to add and subtract rational numbers.</li> <li>• The response is mostly correct but contains either a computation error or an unclear or incomplete explanation.</li> <li>• The response shows the application of a relevant strategy, though the strategy may be only partially applied or may remain unexplained.</li> <li>• Mathematical ideas are expressed only partially in the response.</li> </ul>
0	<p>The response achieves the following:</p> <ul style="list-style-type: none"> <li>• The response demonstrates limited to no understanding of applying and extending previous understanding of addition and subtraction to add and subtract rational numbers.</li> <li>• The response is incorrect.</li> <li>• The response shows no application of a strategy.</li> <li>• Mathematical ideas cannot be interpreted or lack sufficient evidence to support even a limited understanding.</li> </ul>

#### Exemplar Response

Points Awarded	Sample Response
2	<p><math>14,000 + 20,000 = 34,000</math> or other valid process</p> <p><b>AND</b></p> <p>34,000 feet</p>
1	<p>34,000 feet with no explanation or an incorrect explanation</p>
0	<p>Response is irrelevant, inappropriate, or not provided.</p>

## Item 13

## Scoring Rubric

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

**Item 13**

**Exemplar Response**

Points Awarded	Sample Response
4	Part A: Every 20th person leaving the zoo <b>AND</b> Part B: 28 <b>AND</b> Part C: By choosing systematically, the zoo officials ensured that each person had the same chance of being chosen. <i>Or other valid explanation.</i> <b>AND</b> Part D: The conclusion is not valid because the sample was not representative of the target population. The sample included people of all ages. <i>Or other valid explanation.</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	
<b>L.3.1f.</b> Ensure subject-verb and pronoun-antecedent agreement.									
<b>L.3.3a.</b> Choose words and phrases for effect.									
<b>L.4.1f.</b> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.									
<b>L.4.1g.</b> Correctly use frequently confused words (e.g., <i>to/too/two</i> ; <i>there/their</i> ).									
<b>L.4.3a.</b> Choose words and phrases to convey ideas precisely.*									
<b>L.4.3b.</b> Choose punctuation for effect.									
<b>L.5.1d.</b> Recognize and correct inappropriate shifts in verb tense.									
<b>L.5.2a.</b> Use punctuation to separate items in a series.†									
<b>L.6.1c.</b> Recognize and correct inappropriate shifts in pronoun number and person.									
<b>L.6.1d.</b> Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).									
<b>L.6.1e.</b> Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.									
<b>L.6.2a.</b> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.									
<b>L.6.3a.</b> Vary sentence patterns for meaning, reader/listener interest, and style.‡									
<b>L.6.3b.</b> Maintain consistency in style and tone.									
<b>L.7.1c.</b> Places phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.									
<b>L.7.3a.</b> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.									
<b>L.8.1d.</b> Recognize and correct inappropriate shifts in verb voice and mood.									
<b>L.9-10.1a.</b> Use parallel structure.									

\* Subsumed by L.7.3a

† Subsumed by L.9-10.1a

‡ Subsumed by L.11-12.3a

Assessment Guide  
Grade 7  
End-of-Grade

