Georgia Milestones Assessment Program

Score Descriptions for New Technology Enhanced Item Examples Spring 2019
This is a guide to use as a supplement for the review of new Technology Enhanced item types that will appear on the Georgia Milestones Assessment beginning with the Spring 2019 administration. Each screenshot shows:

- The question number as it appears on the stand-alone Technology Enhanced Item test practice.
- The EOG grade level content or the EOC subject
- A screenshot of the item as it will appear when first accessed
- A screenshot of the items with correct responses

Public facing test practice for these new items can be found at Experience Online Testing Georgia - http://www.gaexperienceonline.com/. At the district level, the Secure Practice Test without Response Transmission also includes examples of these new item types.

Use this table to guide students to specific questions on either the stand-alone Technology Enhanced test practice, the Secure Practice Test without Response Transmission, or Experience Online Testing Georgia grade band test practice.

<table>
<thead>
<tr>
<th>Question</th>
<th>Content</th>
<th>Question number in the Secure Practice Test without Response Transmission</th>
<th>Question number in the Experience Online Testing Georgia grade band test practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Grade 3 Mathematics</td>
<td>11</td>
<td>16</td>
</tr>
<tr>
<td>2</td>
<td>Grade 3 Mathematics</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td>3</td>
<td>Grade 4 Mathematics</td>
<td>11</td>
<td>Gr 3-5</td>
</tr>
<tr>
<td>4</td>
<td>Grade 4 Mathematics</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td>5</td>
<td>Grade 5 Mathematics</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>6</td>
<td>Grade 5 Mathematics</td>
<td>10</td>
<td>Gr 3-5</td>
</tr>
<tr>
<td>7</td>
<td>Grade 6 Mathematics</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>8</td>
<td>Grade 6 Mathematics</td>
<td>11</td>
<td>19</td>
</tr>
<tr>
<td>9</td>
<td>Grade 7 Mathematics</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>10</td>
<td>Grade 7 Mathematics</td>
<td>11</td>
<td>21</td>
</tr>
<tr>
<td>11</td>
<td>Grade 8 Mathematics</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>12</td>
<td>Grade 8 Mathematics</td>
<td>11</td>
<td>23</td>
</tr>
<tr>
<td>13</td>
<td>Coordinate Algebra</td>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td>14</td>
<td>Algebra I</td>
<td>13</td>
<td>18</td>
</tr>
<tr>
<td>15</td>
<td>Analytic Geometry</td>
<td>12</td>
<td>19</td>
</tr>
<tr>
<td>16</td>
<td>Analytic Geometry</td>
<td>13</td>
<td>20</td>
</tr>
<tr>
<td>17</td>
<td>Grade 5 Science</td>
<td>13</td>
<td>Gr 3-5</td>
</tr>
<tr>
<td>18</td>
<td>Grade 8 Science</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td>19</td>
<td>Physical Science</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td>20</td>
<td>Biology</td>
<td>11</td>
<td>25</td>
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<tr>
<td>21</td>
<td>Grade 5 Social Studies</td>
<td>15</td>
<td>29</td>
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<tr>
<td>22</td>
<td>Grade 8 Social Studies</td>
<td>15</td>
<td>32</td>
</tr>
<tr>
<td>23</td>
<td>Economics</td>
<td>11</td>
<td>29</td>
</tr>
<tr>
<td>24</td>
<td>U. S. History</td>
<td>11</td>
<td>30</td>
</tr>
</tbody>
</table>
Question 1
Grade 3 Mathematics

TE Item Screenshot

Move each shape into the column that BEST describes it.

<table>
<thead>
<tr>
<th>Rhombus</th>
<th>Rectangle</th>
<th>Neither Rhombus nor Rectangle</th>
</tr>
</thead>
</table>

Score Description

Move each shape into the column that BEST describes it.

<table>
<thead>
<tr>
<th>Rhombus</th>
<th>Rectangle</th>
<th>Neither Rhombus nor Rectangle</th>
</tr>
</thead>
</table>

Georgia Department of Education
Richard Woods, Georgia's School Superintendent
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Question 2
Grade 3 Mathematics

TE Item Screenshot

Jorge recorded the shoe color of each of the 12 players on the basketball team. Of the players, 6 wore white shoes, 2 wore black shoes, and the rest wore blue shoes.

Complete the bar graph to display Jorge’s information.

Score Description

Jorge recorded the shoe color of each of the 12 players on the basketball team. Of the players, 6 wore white shoes, 2 wore black shoes, and the rest wore blue shoes.

Complete the bar graph to display Jorge’s information.
Question 3
Grade 4 Mathematics

TE Item Screenshot

Score Description

Create a rectangle that is also a rhombus. A point representing one corner of the rectangle is already drawn.

Create a rectangle that is also a rhombus. A point representing one corner of the rectangle is already drawn.
Question 4
Grade 4 Mathematics

Drag each fraction to its correct place on the number line.

Score Description

Drag each fraction to its correct place on the number line.
Question 5 – Part A
Grade 5 Mathematics

**TE Item Screenshot**

**Score Description**
Question 5 – Part B
Grade 5 Mathematics

TE Item Screenshot

Part B  A weather service reported the rainfall totals, in inches, for seven days in April. The sum for all seven days was 4\frac{1}{2} inches. Six of the rainfall totals are plotted on the line plot shown.

Plot the missing rainfall total.

Score Description

7/8 is plotted
Question 6
Grade 5 Mathematics

TE Item Screenshot

Mandi keeps track of the number of pepperoni pizzas and cheese pizzas ordered each hour at her restaurant.

- During the first hour, 4 pepperoni pizzas and 2 cheese pizzas were ordered.
- During the second hour, no pepperoni pizzas and 3 cheese pizzas were ordered.

Plot a point to represent the numbers of pepperoni pizzas and cheese pizzas ordered during the first hour and a point to represent the numbers of pepperoni pizzas and cheese pizzas ordered during the second hour.

Score Description

Select the “point” icon to plot each point.
Question 7
Grade 6 Mathematics

TE Item Screenshot

Marie measured the temperature at some different times of day on a cold winter day.

<table>
<thead>
<tr>
<th>Time of Day</th>
<th>Temperature (°C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>morning</td>
<td>–6.05</td>
</tr>
<tr>
<td>noon</td>
<td>–6.2</td>
</tr>
<tr>
<td>afternoon</td>
<td>–5.3</td>
</tr>
<tr>
<td>evening</td>
<td>–5.28</td>
</tr>
</tbody>
</table>

Move the numbers into the boxes to show the temperatures from coldest to warmest.

Score Description

Marie measured the temperature at some different times of day on a cold winter day.

<table>
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</tr>
<tr>
<td>evening</td>
<td>–5.28</td>
</tr>
</tbody>
</table>

Move the numbers into the boxes to show the temperatures from coldest to warmest.
Question 8
Grade 6 Mathematics

An expression is shown.

\[ 8y + 6x - 4y \]

Move and place ONLY the expressions that are equivalent to the given expression into the box.

Equivalent to \( 8y + 6x - 4y \):

- \( 10xy \)
- \( 4y + 6x \)
- \( 2(3y + 2x) \)
- \( 2(3x + 2y) \)
- \( 2x + 2x + 3y + 3x \)
- \( 2y + 2y + 3x + 3x \)

Score Description

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\[ 10xy \]
- \( 2(3y + 2x) \)
- \( 2x + 2x + 3y + 3x \)
Question 9 – Part 1
Grade 7 Mathematics

TE Item Screenshot

Part A  Graph the sum of –6 and 2 on the number line.

Score Description
Question 9 – Part B
Grade 7 Mathematics

Part B
Point A and point B are drawn on the number line.

What is the distance between point A and point B?

- 3.5
- 1.5
- 1.5
- 3.5

Score Description
Question 10
Grade 7 Mathematics

Aileen has 40 colored marbles inside a bag. There are blue, red, and white marbles. All the marbles are the same size. Aileen randomly selects 10 marbles, one at a time, out of the bag and records the color of each marble. Each marble is replaced before the next marble is selected. The table shows her results.

<table>
<thead>
<tr>
<th>Color of Marble</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue</td>
<td>3</td>
</tr>
<tr>
<td>Red</td>
<td>1</td>
</tr>
<tr>
<td>White</td>
<td>6</td>
</tr>
</tbody>
</table>

Click on the bar graph to show how many blue marbles, red marbles, and white marbles are MOST LIKELY inside Aileen's bag of marbles.
Question 11
Grade 8 Mathematics

A system of equations is shown.

\[ y = \frac{4}{3}x - 2 \]
\[ y = -\frac{2}{3}x + 4 \]

Graph the system of equations to show its solution.
Question 12
Grade 8 Mathematics

TE Item Screenshot

Drag a number into each underlined space to represent exponents that make the equation true.

\[ 4^{-3} \cdot 4^{\underline{1}} = 4^{\underline{-1}} = \frac{1}{256} \]

Score Description

Drag a number into each underlined space to represent exponents that make the equation true.
Question 13 – Part A
Coordinate Algebra

TE Item Screenshot

Score Description
Question 13 – Part B
Coordinate Algebra

Score Description
Question 14 – Part A
Algebra I

Part A. The graph of \( f(x) \) is shown on the coordinate grid.
Graph the linear function \( f(x) = 2 \).
Question 14 – Part B
Algebra I

TE Item Screenshot

Score Description
Question 15
Analytic Geometry

Score Description

Triangle $TUV$ is shown.

Given: $\angle WTV = \angle WUV$
$\overline{WU}$ bisects $\angle TUV$

Prove: $\triangle TUV$ is isosceles

A proof is shown, but it is missing some statements and reasons.

Move the correct statements and reasons into the table to complete the proof.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>$\angle WTV = \angle WUV$</td>
<td>Given</td>
</tr>
<tr>
<td>$\overline{WU}$ bisects $\angle TUV$</td>
<td></td>
</tr>
<tr>
<td>$\overline{WU} = \overline{UV}$</td>
<td>Reflexive Property</td>
</tr>
<tr>
<td>$\triangle TUV = \triangle VUV$</td>
<td>Angle-Angle-Side congruence</td>
</tr>
<tr>
<td>$\angle TUV = \angle VUV$</td>
<td>Angle-Angle-Angle congruence</td>
</tr>
<tr>
<td>$\overline{WTU} = \overline{UW}$</td>
<td>Definition of angle bisector</td>
</tr>
<tr>
<td>$\overline{TUV} = \overline{VUV}$</td>
<td>Angle-Angle-Side congruence</td>
</tr>
</tbody>
</table>
Question 16 – Part A
Analytic Geometry

A triangle is shown on the coordinate plane.

Part A  The triangle is reflected across the line \( x = -1 \).
Graph the image of the triangle after the reflection.
Question 16 – Part B
Analytic Geometry

A triangle is shown on the coordinate plane.

Part B  The triangle is rotated 90° clockwise about the point (−1, 1).

Graph the image of the triangle after the rotation.
Question 17 – Part A
Grade 5 Science

Students want to test several objects to see if they are insulators or conductors of electricity. They make this testing device.

Part A: Move two boxes to connect the two clips together.

Part B: Move one object into the device.

Test Instructions:

Step 1. Assemble the testing device as shown in the picture.
Step 2. Place the object between the two clips.
Step 3. Connect one clip to each end of the object.
Step 4. Make the observation.
Step 5. Make a conclusion based on the observation.

Connect the two clips together.

Place the object between the two clips.

Connect one clip to one side of the object.

Connect one clip to each end of the object.

Touch the object to one side of the battery.

Touch the object to one side of the light bulb.

OK
Question 17 – Part B
Grade 5 Science

The light bulb glows.
The object is a conductor.
The object is an insulator.
The light bulb does not glow.

Part B
Move one possible observation and its matching conclusion into the chart to explain the results of the experiment.

Score Description – Option 1

Score Description – Option 2
Question 18
Grade 8 Science

TE Item Screenshot

Students experimented with measuring the position and speed of a toy locomotive on a length of straight track. The picture shows the experiment.

The graph shows the position data.

Position of Toy Locomotive over Time

Distance (cm)

Distance (cm)

Graph Label | Explanation
---|---
Q | locomotive moving at slowest reverse speed
V | locomotive moving at slowest forward speed
S | locomotive stationary
U | locomotive moving at fastest forward speed
R | locomotive moving at fastest reverse speed

Score Description

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Question 19
Physical Science

TE Item Screenshot

A student is planning an investigation to determine the relationship between magnetism and the movement of electrical charge in a circuit. A diagram of the circuit is shown.

The student is planning to make changes to the circuit to see how the changes will affect the number of paper clips that are picked up by the electromagnet. Complete the chart by identifying the likely effects of the three changes listed on the electrical charge of the circuit AND on the magnetic field of the circuit. Move the effects into the blank sections of the chart.

Score Description

A student is planning an investigation to determine the relationship between magnetism and the movement of electrical charge in a circuit. A diagram of the circuit is shown.

The student is planning to make changes to the circuit to see how the changes will affect the number of paper clips that are picked up by the electromagnet. Complete the chart by identifying the likely effects of the three changes listed on the electrical charge of the circuit AND on the magnetic field of the circuit. Move the effects into the blank sections of the chart.
Question 20 – Part A

Biology

TE Item Screenshot

A genetic disorder called Huntington’s disease results from mutations in the HTT gene. The HTT gene provides instructions for making a protein called huntingtin. Huntington’s disease is an autosomal dominant disorder, which means that a person needs only one copy of the defective gene to develop the disorder.

Normally, the CAG segment is repeated 10 to 35 times within the gene. In people with Huntington’s disease, the CAG segment is repeated more than 35 times. The resulting protein is cut into smaller fragments that disrupt the normal functions of neurons in the brain.

Part A

Move and place the labels into the sentence to describe the type of change shown in the model and the cellular process during which it occurs.

Score Description

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Part A

Move and place the labels into the sentence to describe the type of change shown in the model and the cellular process during which it occurs.
Question 20 – Part B

Biology

A genetic disorder called Huntington’s disease results from mutations in the HTT gene. The HTT gene provides instructions for making a protein called huntington. Huntington’s disease is an autosomal dominant disorder, which means that a person needs only one copy of the defective gene to develop the disorder.

Normally, the CAG segment is repeated 10 to 35 times within the gene. In people with Huntington’s disease, the CAG segment is repeated more than 35 times. The resulting protein is cut into smaller fragments that disrupt the normal functions of neurons in the brain.

Part B

Claim: The change shown in the diagram is inheritable.

Move a sentence from below into the box to make an argument that uses evidence to support or refute the claim.

Because it is an autosomal dominant disorder, it cannot be transferred to gametes during meiosis.

Repeated segments of the mutated DNA cannot be transferred to gametes as a result of meiosis.

Only one copy of the mutated DNA is needed to develop the disorder because it is transferred to gametes during meiosis.

Both parents must pass the mutated DNA to the gametes during meiosis in order for offspring to develop the disorder.

Score Description

A genetic disorder called Huntington’s disease results from mutations in the HTT gene. The HTT gene provides instructions for making a protein called huntington. Huntington’s disease is an autosomal dominant disorder, which means that a person needs only one copy of the defective gene to develop the disorder.

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Both parents must pass the mutated DNA to the gametes during meiosis in order for offspring to develop the disorder.
Question 21
Grade 5 Social Studies

TE Item Screenshot

Henry Ford's assembly line increased productivity in factories. Complete the diagram by moving and placing three correct statements into the box to describe how the assembly line increased productivity.

- The cost of cars decreased.
- Workers were less efficient.
- Cars were created faster.
- Workers' jobs changed throughout the day.
- Cars became more fuel efficient.
- Workers' skills became more specialized.

Score Description

Henry Ford's assembly line increased productivity in factories. Complete the diagram by moving and placing three correct statements into the box to describe how the assembly line increased productivity.

- The cost of cars decreased.
- Cars were created faster.
- Workers' skills became more specialized.

More consumers purchased cars.

Workers were less efficient.

Workers' jobs changed throughout the day.

Cars became more fuel efficient.
Question 22
Grade 8 Social Studies

TE Item Screenshot

Complete the diagram by moving and placing the appropriate phrases into the correct boxes. Only one phrase is needed for each box.

Score Description

Complete the diagram by moving and placing the appropriate phrases into the correct boxes. Only one phrase is needed for each box.
Question 23 – Part A
Economics

Part A  Order the investment options based on their potential risk and return by moving and placing the investment options into the graph in the correct locations.

Score Description
Question 23 – Part B
Economics

**TE Item Screenshot**

**Score Description**

Part B: A certificate of deposit is another investment option. Which statement describes a risk of investing in a certificate of deposit?

- The investor must pay taxes on the earned interest.
- The funds are not insured by the federal government.
- The bank may be unable to pay the promised rate of return.
- The rate of return earned may be less than the rate of inflation.
The trans-Atlantic trade between England and its colonies involved shipping raw materials from the colonies, such as lumber, rice, sugar, and tobacco, to England. These were used to produce manufactured goods that were sold in the colonies.

Who benefited from Mercantilism in Colonial America?

<table>
<thead>
<tr>
<th>Action</th>
<th>Who Benefited?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raw materials are shipped to England.</td>
<td>colonies</td>
</tr>
<tr>
<td>Goods must travel on English ships.</td>
<td></td>
</tr>
<tr>
<td>Manufactured goods are sold to the colonies.</td>
<td></td>
</tr>
<tr>
<td>England has a trade surplus with the colonies.</td>
<td>England</td>
</tr>
</tbody>
</table>

England

colonies

both

OK