Georgia Milestones Assessment System

Score Descriptions for
Experience Online Testing Georgia
Technology Enhanced Items
### Question 1
#### Grade 6-8 ELA

**Summary of “The Tall Rock”**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The narrator and his family travel to visit Grandma and Grandpa for the first time in three years.</td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The narrator is disappointed in Mountain Rock until he realizes how special the rock will always be.</td>
</tr>
</tbody>
</table>

**TE Item Screenshot**

The narrator is disappointed in Mountain Rock until he realizes how special the rock will always be.

During the car ride, Nick is eager to climb Mountain Rock, but the narrator does not share Nick’s excitement.

When the family arrives, Grandpa hurries across the yard to greet the family and Grandma waves from the porch.

The narrator reflects on how much he enjoyed visiting his grandparents’ home when he was younger.

It is easy to relate to the narrator’s feelings about outgrowing Mountain Rock because everyone can recall an activity that seems less exciting over time.

**Score Description**

1. The narrator and his family travel to visit Grandma and Grandpa for the first time in three years.
2. During the car ride, Nick is eager to climb Mountain Rock, but the narrator does not share Nick’s excitement.
3. The narrator reflects on how much he enjoyed visiting his grandparents’ home when he was younger.
4. The narrator is disappointed in Mountain Rock until he realizes how special the rock will always be.

When the family arrives, Grandpa hurries across the yard to greet the family and Grandma waves from the porch.

It is easy to relate to the narrator’s feelings about outgrowing Mountain Rock because everyone can recall an activity that seems less exciting over time.
**Question 2**  
**Grade 3-5 ELA**

**TE Item Screenshot**

Read the sentence. Complete the chart to show how each of the underlined words in the sentence is used.

The small kitten **happily licked its paws** as it sat in the **warm** sunshine.

<table>
<thead>
<tr>
<th>Word</th>
<th>Which part of speech is the word?</th>
<th>What does the word do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>happily</td>
<td>adverb</td>
<td>It describes an action.</td>
</tr>
<tr>
<td>licked</td>
<td>verb</td>
<td>It is an action word.</td>
</tr>
<tr>
<td>paws</td>
<td>noun</td>
<td>It is a person, place, or thing.</td>
</tr>
<tr>
<td>warm</td>
<td>adjective</td>
<td>It describes a person, place, or thing.</td>
</tr>
</tbody>
</table>

**Score Description**

Read the sentence. Complete the chart to show how each of the underlined words in the sentence is used.

The small kitten **happily licked its paws** as it sat in the **warm** sunshine.

<table>
<thead>
<tr>
<th>Word</th>
<th>Which part of speech is the word?</th>
<th>What does the word do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>happily</td>
<td>adverb</td>
<td>It describes an action.</td>
</tr>
<tr>
<td>licked</td>
<td>verb</td>
<td>It is an action word.</td>
</tr>
<tr>
<td>paws</td>
<td>noun</td>
<td>It is a person, place, or thing.</td>
</tr>
<tr>
<td>warm</td>
<td>adjective</td>
<td>It describes a person, place, or thing.</td>
</tr>
</tbody>
</table>
A student is writing a report about her favorite vegetable. Read the paragraph from the student’s rough draft. Then choose the correct word or phrase from each drop-down menu to connect the ideas in the paragraph.

Celery is a delicious vegetable that is a great source of fiber. Celery is inexpensive to buy at the store and can even be grown in a garden. It is easy to prepare and enjoy celery. [ ] you can cut up sticks of celery and pack them in a bag as part of a lunch or snack. Celery can also be eaten with cheese or peanut butter for a tasty treat that is high in protein. [ ] celery is my favorite snack, and I encourage you to try it.

Score Description

Celery is a delicious vegetable that is a great source of fiber. Celery is inexpensive to buy at the store and can even be grown in a garden. It is easy to prepare and enjoy celery. [ ] you can cut up sticks of celery and pack them in a bag as part of a lunch or snack. Celery can also be eaten with cheese or peanut butter for a tasty treat that is high in protein. [ ] celery is my favorite snack, and I encourage you to try it.
The tropical grasslands of Africa provide a special habitat for many types of animals. Grasslands, also known as savannas, are large areas covered with many types of long grasses and few trees or bushes. Although the rich plant life of the savanna provides a plentiful food source for animals, the weather can be quite harsh. The animals that live in the savanna have learned to adapt to these unique conditions.

Some of these animals include elephants, zebras, giraffes, and gazelles.

Millions of people travel to Africa to see the plants and animals of the savanna.

The savanna can have days of pouring rain and months when rain is scarce.

The savannas of Africa have a rainforest on one side and a desert on the other side.

Many animals that thrive in the savanna are herbivores, which means they eat plants.
Complete the sentences with the correct verbs and verb phrases.

**Imperative Mood**
First, _____________ to my uncle’s restaurant and ______________ the famous chicken sandwich.

**Subjunctive Mood**
If Superman ______________ to my uncle’s restaurant, he _____________ a double cheeseburger.

**Indicative Mood**
Each week my family ______________ to my uncle’s restaurant and ______________ two family-sized pizzas.

- go
- goes
- could have gone
- were to go
- would order
- orders
- is ordering

**Score Description**
Completed the sentences with the correct verbs and verb phrases.

**Imperative Mood**
First, _____________ to my uncle’s restaurant and ______________ the famous chicken sandwich.

**Subjunctive Mood**
If Superman _____________ to my uncle’s restaurant, he _____________ a double cheeseburger.

**Indicative Mood**
Each week my family _____________ to my uncle’s restaurant and _____________ two family-sized pizzas.

- could have gone
- is ordering
A student is researching the following question for a research project:

What events led the United States to establish the National Aeronautics and Space Administration (NASA)?

Move the TWO search terms that BEST support the research question into the chart. Then read the list of sources the student found. Move the TWO sources that will provide the MOST relevant information for the research project into the chart.

Research Question:
What events led the United States to establish the National Aeronautics and Space Administration (NASA)?

<table>
<thead>
<tr>
<th>Best Search Terms</th>
<th>Most Relevant Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>NASA most notable projects</td>
<td>a book about why the United States needed an organization like NASA to oversee space exploration</td>
</tr>
<tr>
<td>United States space exploration timeline</td>
<td>an encyclopedia article about the main functions of NASA and why it was developed</td>
</tr>
</tbody>
</table>

Search Terms
- famous astronauts of NASA
- United States scientific progress
- creation of NASA organization

Sources
- an article in a scientific journal about advancements in space exploration by NASA over the past decade
- a documentary film about what life was like for the first NASA astronauts who traveled into space
- an essay by a scientist describing how the introduction of NASA affected space exploration by other nations

Click To Respond
Question 7
Grade 3 Mathematics

TE Item Screenshot
Move each shape into the column that BEST describes it.

Score Description
Move each shape into the column that BEST describes it.
Question 8
Grade 3 Mathematics

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 9
Grade 4 Mathematics

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

Score Description

Create a rectangle that is also a rhombus. A point representing one corner of the rectangle is already drawn.
Question 10
Grade 4 Mathematics

TE Item Screenshot

Score Description
Question 11, Part A
Grade 5 Mathematics

TE Item Screenshot

Score Description
Question 11, Part B
Grade 5 Mathematics

TE Item Screenshot

Score Description
A cake recipe uses $\frac{2}{4}$ cup of butter. A frosting recipe uses $\frac{1}{4}$ cup of butter.

How many cups of butter are used to make both the cake recipe and the frosting recipe?
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.

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 pizza 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.
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>
<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.
Question 15
Grade 6 Mathematics

TE Item Screenshot

An expression is shown.

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

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

Score Description

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

- \[ 10xy \]
- \[ 4y + 6x \]
- \[ 2(3y + 2x) \]
- \[ 2(3x + 2y) \]
- \[ 2x + 2y + 3y + 3y \]
- \[ 2y + 2y + 3x + 3x \]
Question 16, Part A
Grade 7 Mathematics

**TE Item Screenshot**

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

**Score Description**

Part A. Graph the sum of $-6$ and $2$ on the number line.
Question 16, Part B
Grade 7 Mathematics

**TE Item Screenshot**

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**

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
Question 17
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.

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.
A system of equations is shown.

\[
\begin{align*}
  y &= \frac{4}{3}x - 2 \\
  y &= -\frac{2}{3}x + 4
\end{align*}
\]

Graph the system of equations to show its solution.

A system of equations is shown.

\[
\begin{align*}
  y &= \frac{4}{3}x - 2 \\
  y &= -\frac{2}{3}x + 4
\end{align*}
\]

Graph the system of equations to show its solution.
Two functions are described below:

- The graph of linear function $f(x)$ has an $x$-intercept of $(-2, 0)$ and a $y$-intercept of $(0, 3)$.
- The graph of linear function $g(x)$ is defined by the equation $y = \frac{4}{3}x - 2$.

The graph of $f(x)$ has $\text{a greater}$ $y$-intercept as the graph of $g(x)$. The graph of $f(x)$ has $\text{a greater}$ slope as the graph of $g(x)$.

Two functions are described below:

- The graph of linear function $f(x)$ has an $x$-intercept of $(-2, 0)$ and a $y$-intercept of $(0, 3)$.
- The graph of linear function $g(x)$ is defined by the equation $y = \frac{4}{3}x - 2$.

The graph of $f(x)$ has $\text{a greater}$ $y$-intercept as the graph of $g(x)$. The graph of $f(x)$ has $\text{a greater}$ slope as the graph of $g(x)$. 
Question 20, Part A
Coordinate Algebra

**TE Item Screenshot**

Part A: Move a value into each box to show how to convert 35 meters per second to kilometers per hour.

- 1 kilometer = 1,000 meters
- 1 hour = 60 minutes
- 1 minute = 60 seconds

**Score Description**

Part A: Move a value into each box to show how to convert 35 meters per second to kilometers per hour.

- 1 kilometer = 1,000 meters
- 1 hour = 60 minutes
- 1 minute = 60 seconds
Monique is making lemonade that uses 6 teaspoons of mix to make 8 fluid ounces of lemonade. She needs to make 1 gallon of lemonade.

1 (gallon = 4 quarts)
1 (quart = 32 fluid ounces)

Move a value into each box to show how to calculate the number of cups of mix needed per gallon of lemonade.
Question 21, Part A
Algebra I

**TE Item Screenshot**

Part A: The graph of \( f(x) \) is shown on the coordinate grid. Graph the linear function \( f(x) = 2 \).

**Score Description**

Part A: The graph of \( f(x) \) is shown on the coordinate grid. Graph the linear function \( f(x) = 2 \).
Question 21, Part B
Algebra I

**TE Item Screenshot**

**Score Description**

**Part B**: A linear function is shown.

Graph the linear function \( g(x) = \frac{3}{4}x - 5 \).

**Part B**: A linear function is shown.

Graph the linear function \( g(x) = \frac{3}{4}x - 5 \).
Create a linear equation that represents the values shown in the table.

A table of values is shown.

<table>
<thead>
<tr>
<th>x</th>
<th>y</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>

Score Description
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 steps from below the instructions into the correct boxes to complete the instruction list.

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

Test Instructions

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

Connect the two clips together.

Touch the object to one side of the battery.
Touch the object to one side of the light bulb.
Question 23, Part B
Grade 5 Science

TE Item Screenshot

**Part A**
Move two steps from below the instructions into the correct boxes to complete the instruction list.

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

**Score Description**

<table>
<thead>
<tr>
<th>Option 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Observation</strong></td>
</tr>
<tr>
<td>The light bulb does not glow.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Option 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Observation</strong></td>
</tr>
<tr>
<td>The light bulb does not glow.</td>
</tr>
</tbody>
</table>

The light bulb does not glow.
The object is a conductor.
Question 24
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.

Score Description

Move the labels from below into the table to describe the motion of the locomotive.

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.

<table>
<thead>
<tr>
<th>Graph Label</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q</td>
<td>locomotive moving at slowest reverse speed</td>
</tr>
<tr>
<td>V</td>
<td>locomotive moving at slowest forward speed</td>
</tr>
<tr>
<td>S</td>
<td>locomotive stationary</td>
</tr>
<tr>
<td>U</td>
<td>locomotive moving at fastest forward speed</td>
</tr>
<tr>
<td>T</td>
<td>locomotive moving at fastest reverse speed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graph Label</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q</td>
<td>locomotive moving at slowest reverse speed</td>
</tr>
<tr>
<td>V</td>
<td>locomotive moving at slowest forward speed</td>
</tr>
<tr>
<td>S</td>
<td>locomotive stationary</td>
</tr>
<tr>
<td>U</td>
<td>locomotive moving at fastest forward speed</td>
</tr>
<tr>
<td>R</td>
<td>locomotive moving at fastest reverse speed</td>
</tr>
</tbody>
</table>
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.

The model shows _______ during _______.

- deletion
- crossing over
- insertion
- DNA replication
- substitution

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 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.

The model shows _______ during _______.

- deletion
- crossing over
- substitution
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.

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.

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

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.

Both parents must pass the mutated DNA to the gametes during meiosis in order for offspring to develop the disorder.
Question 26
Grade 5 Science

The pictures show the structure of two cells.

Cell X is shaped like a circle because it is [ ] which means it [ ] and cell Y is shaped like a rectangle because it is [ ] which means it [ ].

Use drop-down menus to complete the following sentences about the two cells.

Cell X is shaped like a circle because it is [ ] which means it [ ] and cell Y is shaped like a rectangle because it is [ ] which means it [ ].
Question 27
Grade 8 Social Studies

TE Item Screenshot
Move and place each region name into the correct box on the map.

Score Description
Move and place each region name into the correct box on the map.
Complete the diagram by moving and placing the TWO correct phrases into the empty ovals.

TE Item Screenshot

Score Description

Complete the diagram by moving and placing the TWO correct phrases into the empty ovals.
Question 29
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 30
U. S. History

Who benefited from Mercantilism in Colonial America? Move and place the correct answer to each box. Each option may be used more than once. Some options may not be used at all.

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

Score Description

Who benefited from the trade shown on the map? Move and place the correct answer to each box. Each option may be used more than once. Some options may not be used at all.

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

The Cold War spanned more than forty years and occurred in many places around the world. The map shows three countries where the United States used the policy of containment to attempt to prevent a communist takeover of these governments. Move an option into the box for each country to assess the success, partial success, or failure of containment in that country. Each option can be used more than once or not at all.