Georgia Milestones Assessment System

Score Descriptions for Experience Online Testing Georgia Technology Enhanced Items
Summary of “The Tall Rock”

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

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. [x] celery is my favorite snack, and I encourage you to try it.

Score Description

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. [For example] 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. [For these reasons] celery is my favorite snack, and I encourage you to try it.
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.

- NASA most notable projects
- United States space exploration timeline

Sources:
- a book about why the United States needed an organization like NASA to oversee space exploration
- an encyclopedia article about the main functions of NASA and why it was developed
- famous astronauts of NASA
- United States scientific progress
- creation of NASA organization
- 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

Click To Respond
Question 4
Grade 3 Mathematics

Move each shape into the column that BEST describes it.

Move each shape into the column that BEST describes it.
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.
Create a rectangle that is also a rhombus. A point representing one corner of the rectangle is already drawn.
Drag each fraction to its correct place on the number line.
Question 8, Part A
Grade 5 Mathematics

TE Item Screenshot

Part A. A weather service reported the rainfall totals, in inches, for seven days during the month of March as shown.

1, 1, 3, 3, 3, 3, 1
2, 0, 0, 4, 0, 4, 2

Complete the line plot to represent the data.

Score Description

Part A. A weather service reported the rainfall totals, in inches, for seven days during the month of March as shown.

1, 1, 3, 3, 3, 3, 1
2, 0, 0, 4, 0, 4, 2

Complete the line plot to represent the data.
Question 8, Part B
Grade 5 Mathematics

TE Item Screenshot

Score Description

Part B. A weather service reported the rainfall totals, in inches, for seven days in April. The sum for all seven days was $3\frac{1}{2}$ inches. Six of the rainfall totals are plotted on the line plot shown.

Plot the missing rainfall total.
A cake recipe uses $\frac{1}{2}$ cup of butter. A frosting recipe uses $\frac{2}{3}$ 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.

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Question 11
Grade 6 Mathematics

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.

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<tr>
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</tr>
</tbody>
</table>

Move the numbers into the boxes to show the temperatures from coldest to warmest.
Question 12
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 $8y + 6x - 4y$

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

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 $8y + 6x - 4y$

- $4y + 6x$
- $2(3x + 2y)$
- $2y + 2y + 3x + 3x$
- $10xy$
- $2(3y + 2x)$
- $2x + 2x + 3y + 3y$
Part A: Graph the sum of –6 and 2 on the number line.
Question 13, Part B
Grade 7 Mathematics

What is the distance between point A and point B?

-3.5
-1.5
1.5
3.5
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.

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

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

Graph the system of equations to show its solution.
Question 16
Coordinate Algebra/Algebra I

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

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The graph of \( f(x) \) has \( \boxed{\text{a greater}} \) \( y \)-intercept as the graph of \( g(x) \). The graph of \( f(x) \) has \( \boxed{\text{a greater}} \) slope as the graph of \( g(x) \).
Question 17, Part A
Coordinate Algebra

TE Item Screenshot

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)

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 18, 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 18, 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 \( g(x) + 3 \).
Question 19
Analytic Geometry

Triangle TUV is shown.

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 WTU \cong \angle WVU )</td>
<td>Given</td>
</tr>
<tr>
<td>( \overline{UW} \text{ bisects } \angle TUV )</td>
<td></td>
</tr>
<tr>
<td>( \angle TUU \cong \angle VU )</td>
<td>Corresponding parts of congruent triangles are congruent</td>
</tr>
<tr>
<td>( \triangle TUV \text{ is isosceles} )</td>
<td>Definition of isosceles triangle</td>
</tr>
</tbody>
</table>

Score Description

Triangle TUV is shown.

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.

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<td></td>
</tr>
<tr>
<td>( \angle TUU \cong \angle VU )</td>
<td>Reflexive Property</td>
</tr>
<tr>
<td>( \angle TUU \cong \angle VU )</td>
<td>Definition of angle bisector</td>
</tr>
<tr>
<td>( \angle TUU \cong \angle VU )</td>
<td>Angle-Angle-Side congruence</td>
</tr>
<tr>
<td>( \angle TUU \cong \angle VU )</td>
<td>Angle-Angle-Angle congruence</td>
</tr>
</tbody>
</table>
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.

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.
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.
A table of values is shown.

Create a linear equation that represents the values shown in the table.
Question 22, 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 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

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.

Connect one clip to one side of the object.
Touch the object to one side of the battery.
Touch the object to one side of the light bulb.

OK
Question 22, Part B
Grade 5 Science

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

Option 1
- Observation: The light bulb glows.
- Conclusion: The object is a conductor.
- The object is an insulator.
- The light bulb does not glow.

Option 2
- Observation: The light bulb does not glow.
- Conclusion: The object is an insulator.
- The light bulb glows.
- The object is a conductor.
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>R</td>
<td>Locomotive moving at slowest forward speed</td>
</tr>
<tr>
<td>S</td>
<td>Locomotive stationary</td>
</tr>
<tr>
<td>T</td>
<td>Locomotive moving at fastest forward speed</td>
</tr>
<tr>
<td>U</td>
<td>Locomotive moving at fastest reverse speed</td>
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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.

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Move the labels from below into the table to describe the motion of the locomotive.
According to the graph, what is the maximum approximate mass of KNO₃ that would dissolve at 60°C and what is the relationship between temperature and solubility?

The mass is approximately 110 g. Increased temperatures lead to an increase in solubility.
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.

<table>
<thead>
<tr>
<th>Normal DNA bases</th>
<th>Mutated DNA bases</th>
</tr>
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<tbody>
<tr>
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<td>C</td>
</tr>
<tr>
<td>Ser</td>
<td>Gln</td>
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<td>C</td>
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<td>Ser</td>
<td>Gln</td>
</tr>
</tbody>
</table>

The model shows _______ during _______.
- deletion
- crossing over
- insertion
- DNA replication
- substitution

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The model shows _______ during DNA replication.
- 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**

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.
The pictures show the structure of two cells.

Cell X is shaped like a circle because it is [a plant cell] which means it [has a cell wall] and cell Y is shaped like a rectangle because it is [an animal cell] which means it [does not have a cell wall].

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

Cell X is shaped like a circle because it is [a plant cell] which means it [has a cell membrane] and cell Y is shaped like a rectangle because it is [an animal cell] which means it [has a cell wall].
Question 27
Grade 5 Social Studies

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.

**TE Item Screenshot**

- 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**

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

Workers were less efficient.

Workers’ jobs changed throughout the day.

Cars became more fuel efficient.
Question 28
Grade 8 Social Studies

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

Post-World War II Development in Georgia
- development of
- led to
- which led to

- new transportation systems
- population shifts
- increased imports
- computer systems
- high immigration rates
- new technologies

Score Description

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

Post-World War II Development in Georgia
- development of
- led to
- which led to

- new technologies
- transformation of agriculture
- population shifts

- new transportation systems
- increased imports
- computer systems
- high immigration rates
Question 29, 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

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.
Question 29, Part B
Economics

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 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>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>

_Technology_
During World War II, the U.S. government began a **rationing** system to conserve goods for the war effort. This system created **limited** availability of goods such as rubber, gasoline, and meat for people living in the United States. The opportunity cost to the U.S. government was depriving citizens of purchasing certain goods.
Part A

Move and place the label (D₂) in the box next to the curve that shows a decrease in demand.
Question 32, Part B
Economics

Which event would MOST LIKELY lead to a decrease in demand?

1. The price of a substitute good increases.
2. The price of a complementary good decreases.
3. The consumers of the good experience an increase in income.
4. The consumers of the good expect the price of the good to decrease in the future.

Part B
Which event would MOST LIKELY lead to a decrease in demand?

1. The price of a substitute good increases.
2. The price of a complementary good decreases.
3. The consumers of the good experience an increase in income.
4. The consumers of the good expect the price of the good to decrease in the future.