Georgia Milestones Assessment System

Score Descriptions for

Experience Online Testing Georgia

Technology Enhanced Items

Question 1
Grade 6-8 ELA

TE Item Screenshot

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.	
3.	
4.	

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.

OK

Score Description

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.

OK

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

However
In addition
For these reasons

Meanwhile
For example
As a result

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.

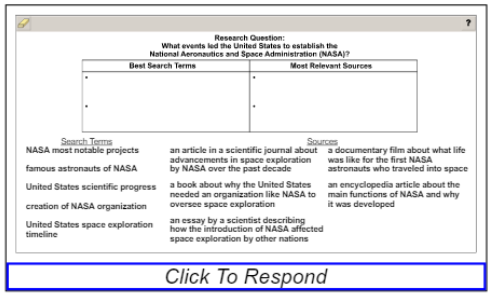
Question 3
Ninth Grade Literature and Composition

TE Item Screenshot

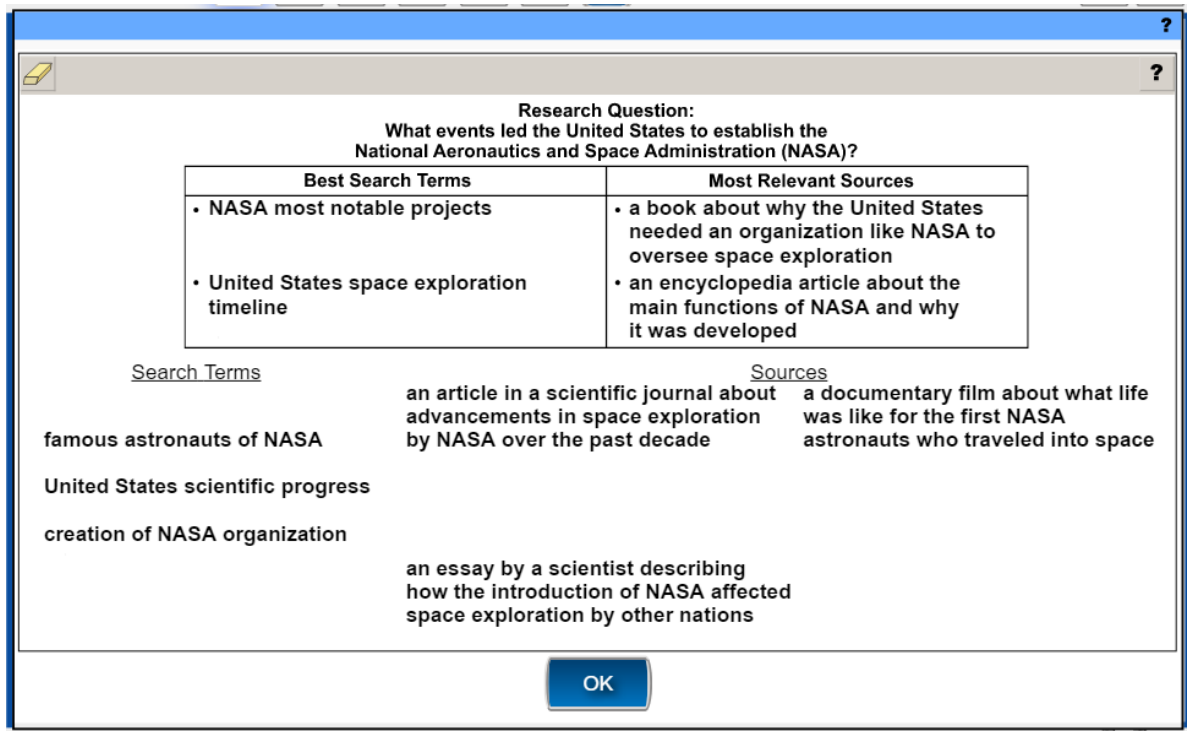
A student is researching the following question for a research project:

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.



Score Description



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

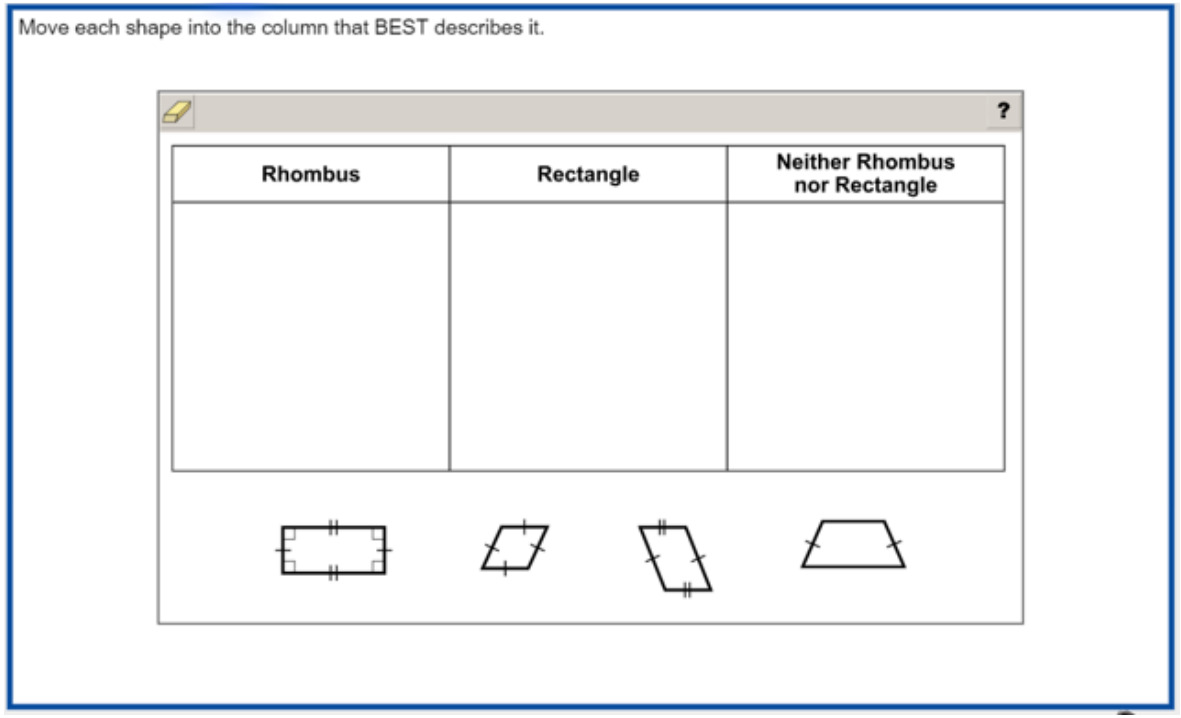
Best Search Terms	Most Relevant Sources
• NASA most notable projects • United States space exploration timeline	• a book about why the United States needed an organization like NASA to oversee space exploration • an encyclopedia article about the main functions of NASA and why it was developed

Search Terms	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
famous astronauts of NASA		
United States scientific progress		
creation of NASA organization		
	an essay by a scientist describing how the introduction of NASA affected space exploration by other nations	

OK

Question 4
Grade 3 Mathematics

TE Item Screenshot



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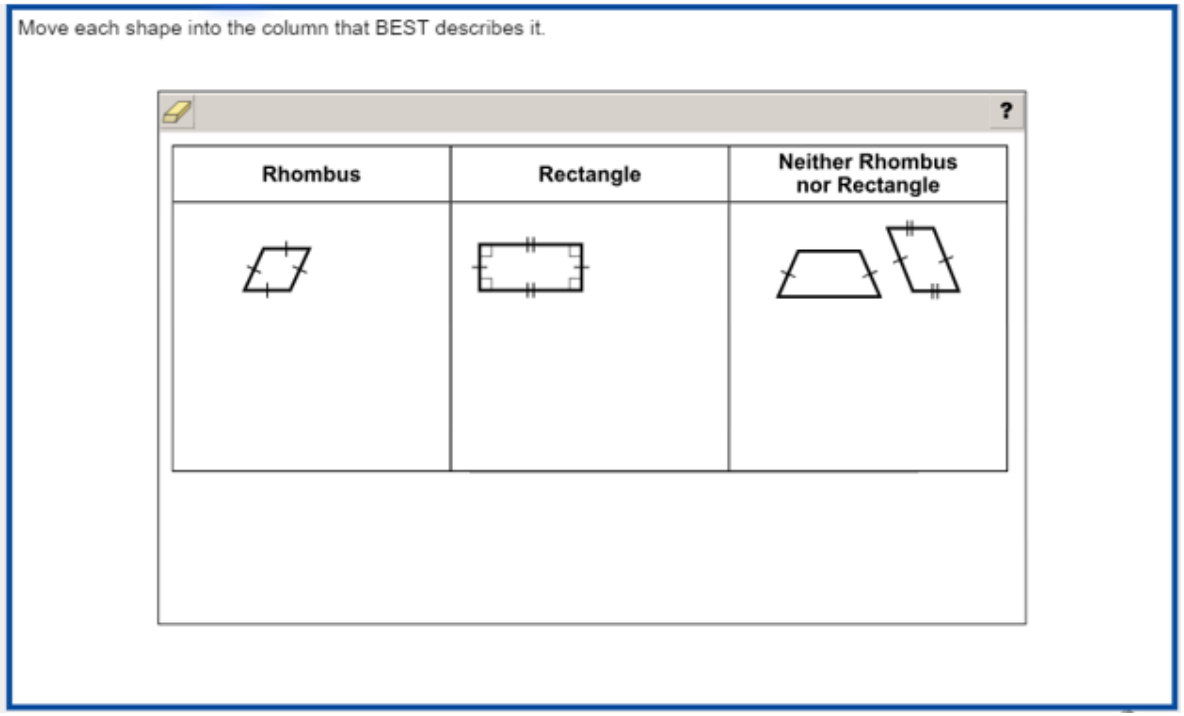
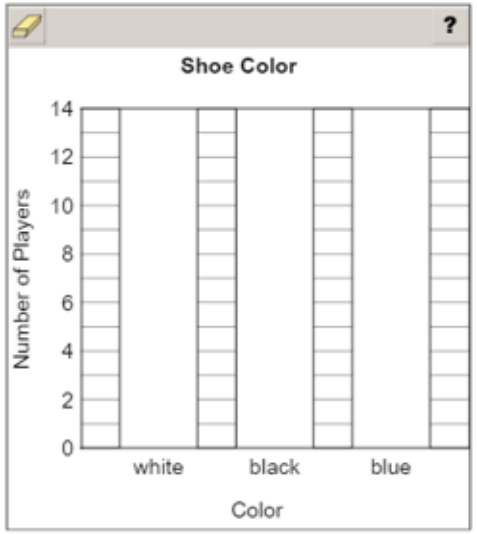


Question 5
Grade 3 Mathematics

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.



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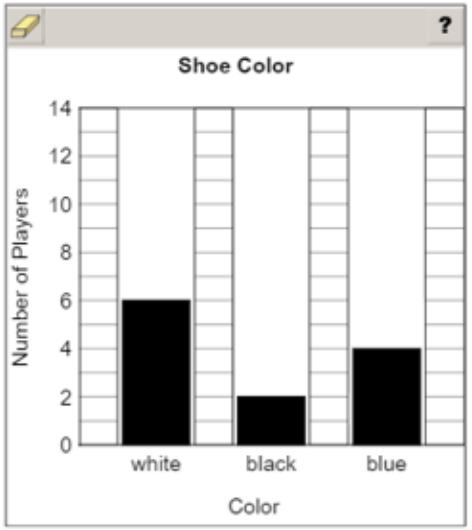
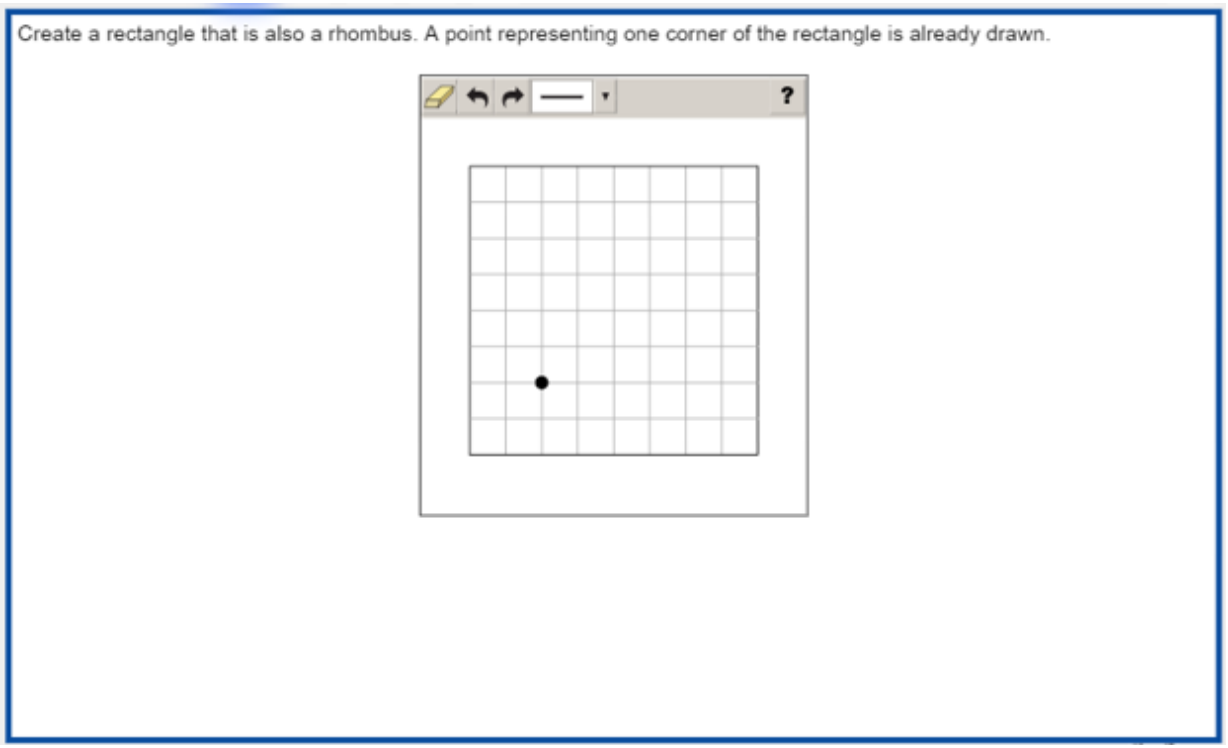


Question 6
Grade 4 Mathematics

TE Item Screenshot



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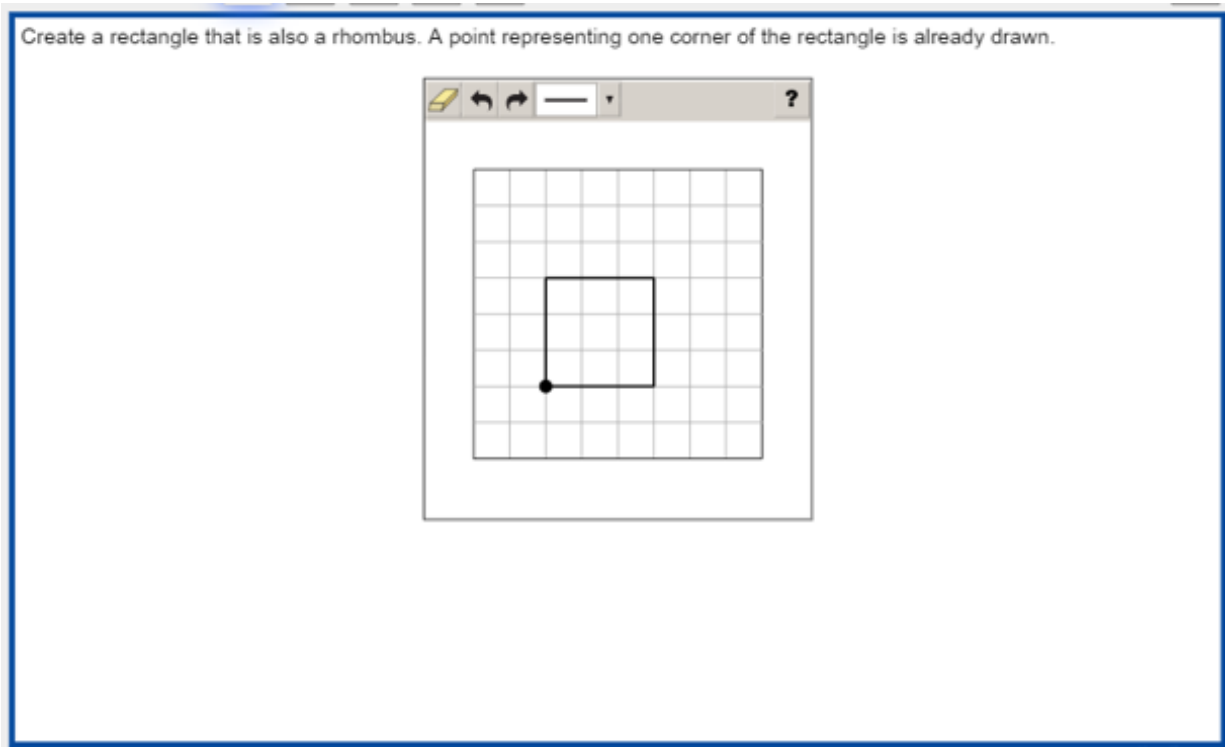
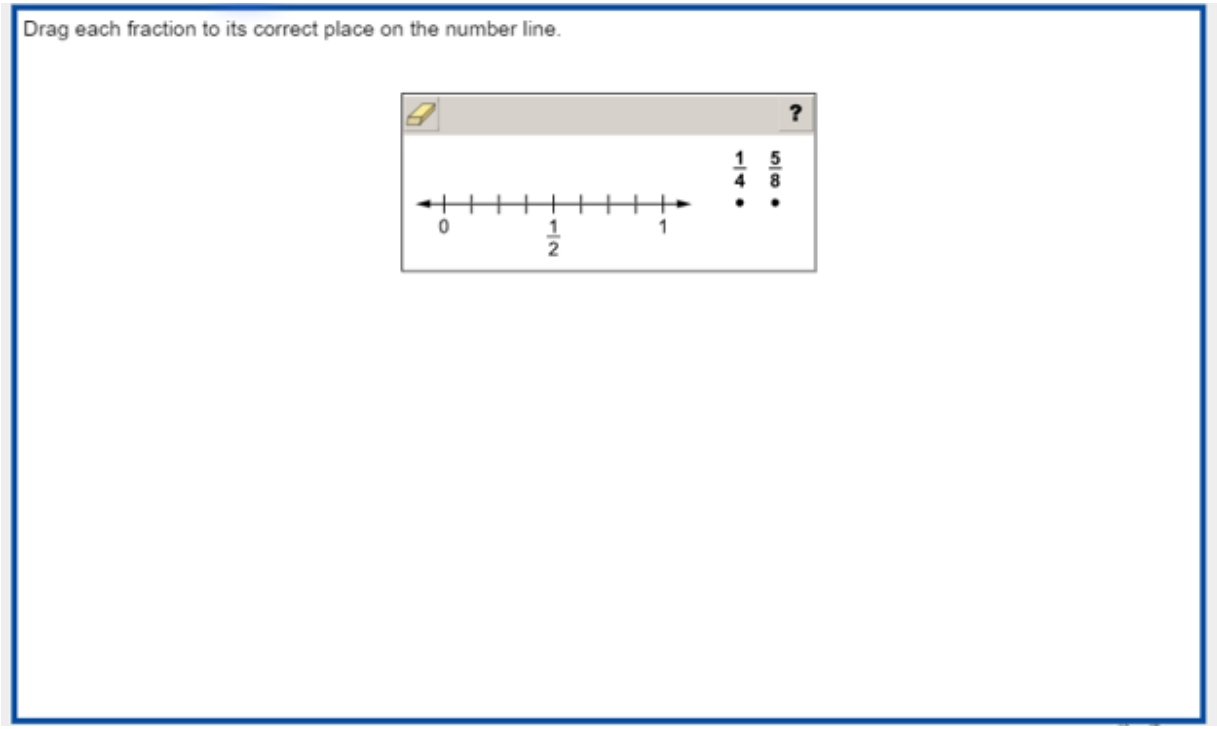


Question 7
Grade 4 Mathematics

TE Item Screenshot



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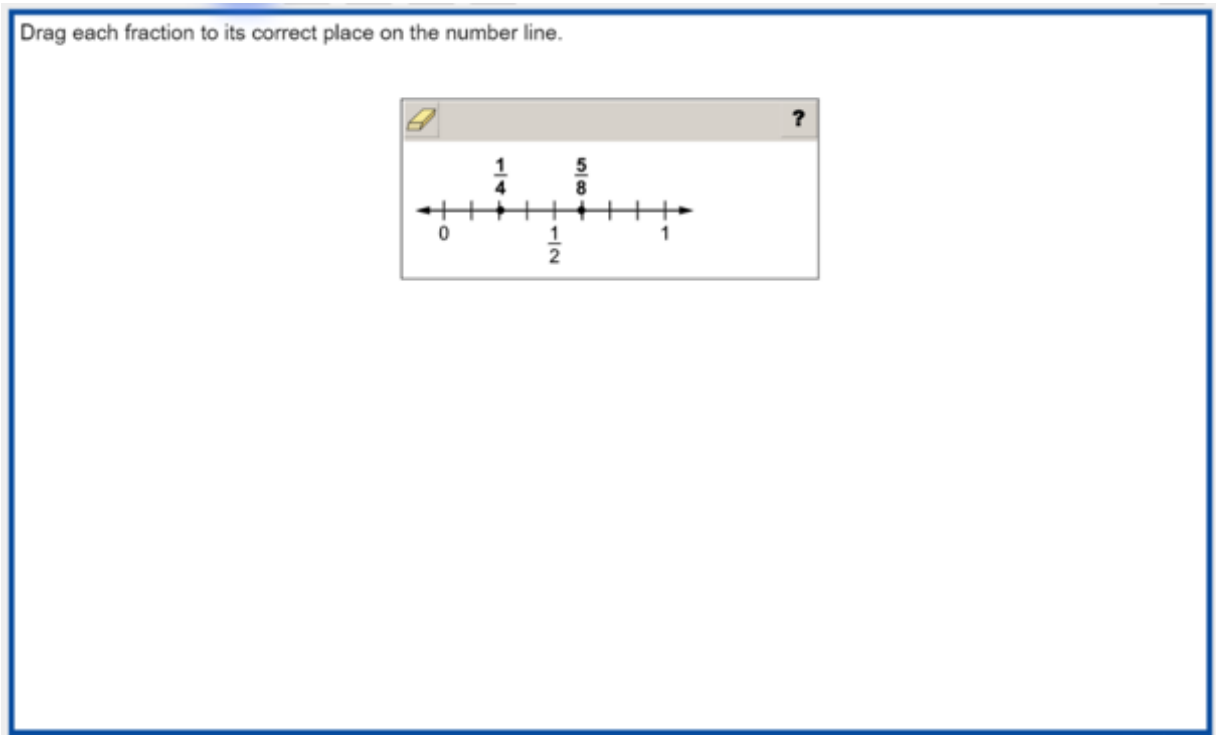
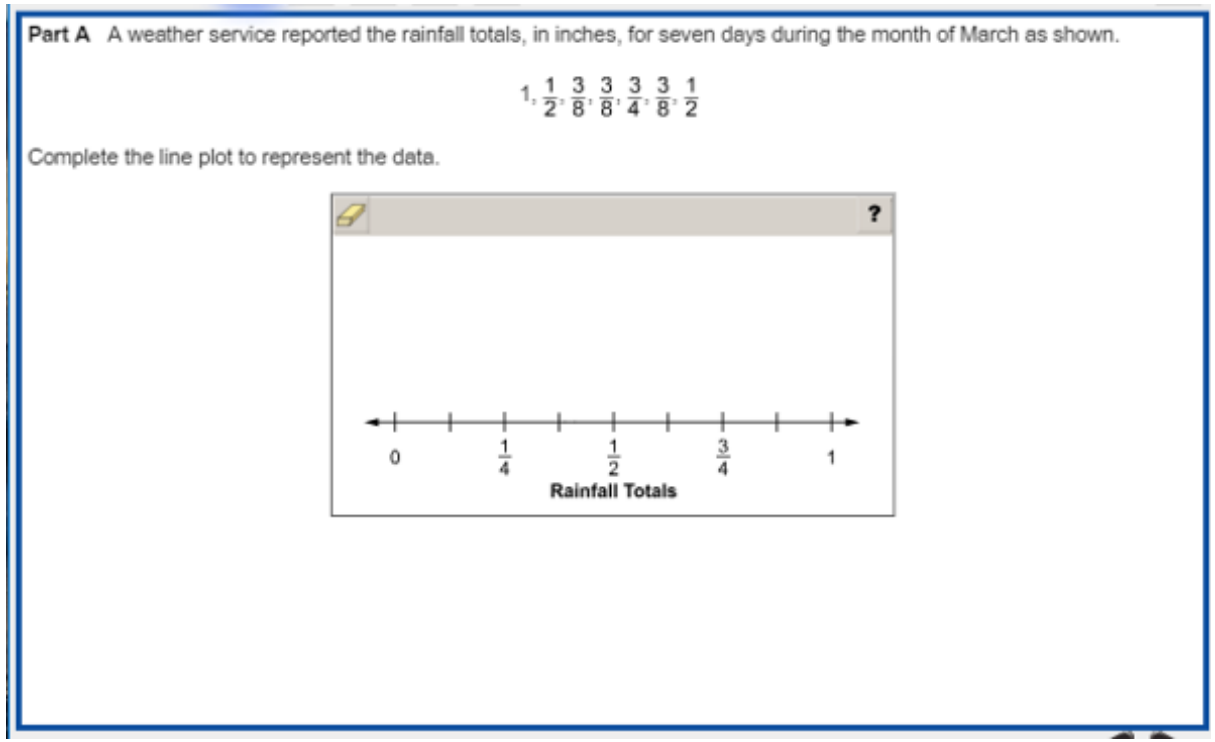


Question 8, Part A
Grade 5 Mathematics

TE Item Screenshot



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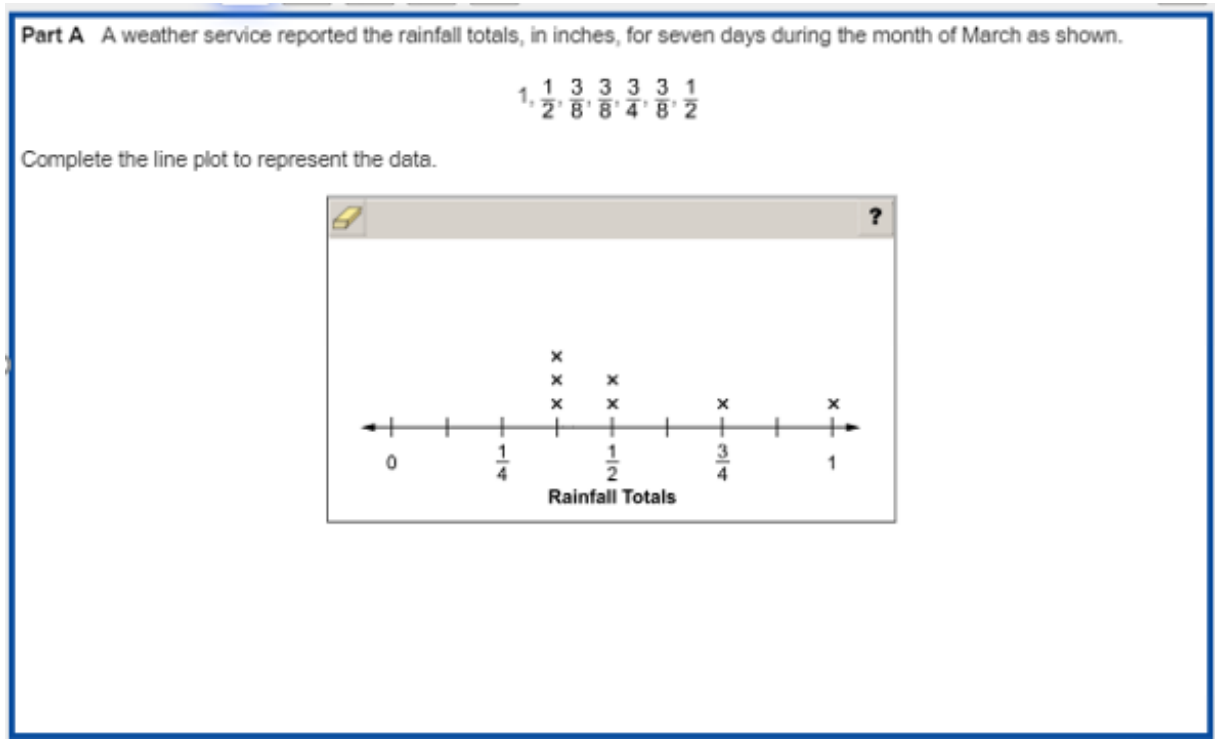
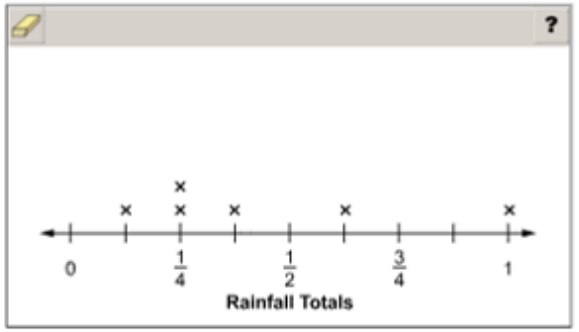


Question 8, Part B
Grade 5 Mathematics

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 $3\frac{1}{2}$ inches. Six of the rainfall totals are plotted on the line plot shown.

Plot the missing rainfall total.



Score Description

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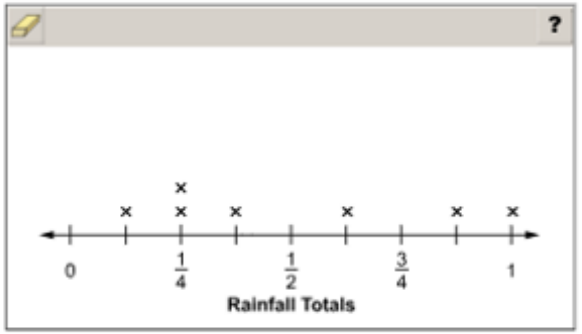
Plot the missing rainfall total.



Question 9
Grade 4 Mathematics

TE Item Screenshot

A cake recipe uses $\frac{1}{2}$ cup of butter. A frosting recipe uses $\frac{1}{3}$ cup of butter.

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

1	2	3
4	5	6
7	8	9
0	.	$\frac{a}{b}$

Score Description

A cake recipe uses $\frac{1}{2}$ cup of butter. A frosting recipe uses $\frac{1}{3}$ cup of butter.

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

$\frac{5}{6}$

1	2	3
4	5	6
7	8	9
0	.	$\frac{a}{b}$

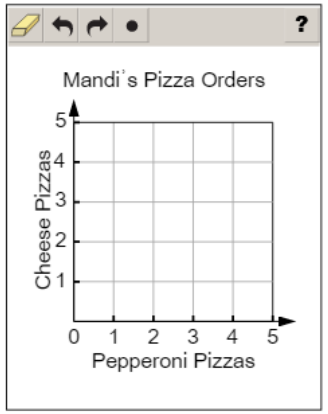
Question 10
Grade 5 Mathematics

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

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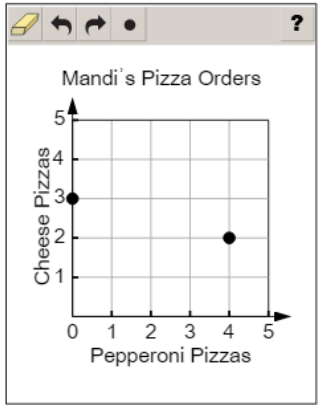


Question 11
Grade 6 Mathematics

TE Item Screenshot

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

Time of Day	Temperature (°C)
morning	–6.05
noon	–6.2
afternoon	–5.3
evening	–5.28

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

coldest			warmest

–6.05 –6.2 –5.3 –5.28

Score Description

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

Time of Day	Temperature (°C)
morning	–6.05
noon	–6.2
afternoon	–5.3
evening	–5.28

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

–6.2	–6.05	–5.3	–5.28
coldest			warmest

Question 12
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.

Equivalent to $8y + 6x - 4y$

$10xy$

$4y + 6x$

$2(3y + 2x)$

$2(3x + 2y)$

$2x + 2x + 3y + 3y$

$2y + 2y + 3x + 3x$

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 $8y + 6x - 4y$

$4y + 6x$
$2(3x + 2y)$
$2y + 2y + 3x + 3x$

$10xy$

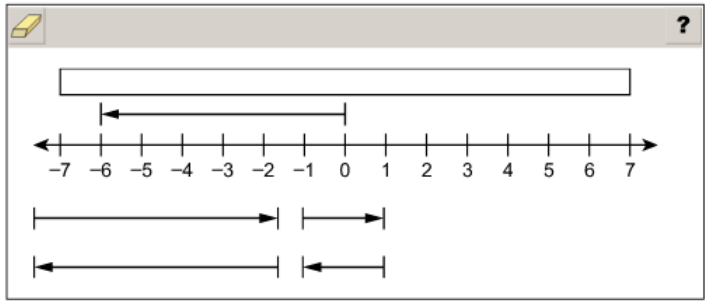
$2(3y + 2x)$

$2x + 2x + 3y + 3y$

Question 13, Part A
Grade 7 Mathematics

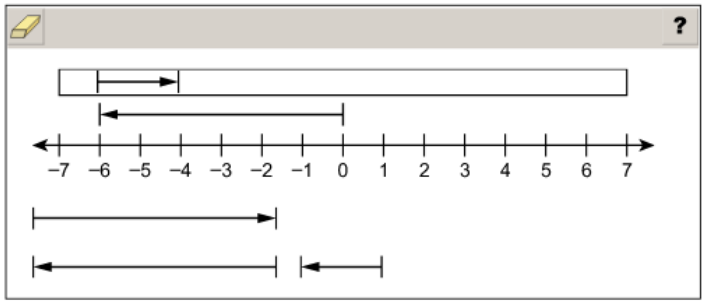
TE Item Screenshot

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



Score Description

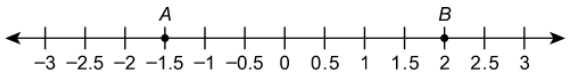
Part A Graph the sum of –6 and 2 on the number line.



Question 13, 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*?

(a) −3.5

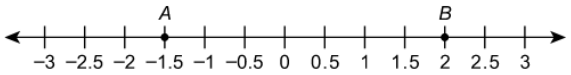
(b) −1.5

(c) 1.5

(d) 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*?

(a) −3.5

(b) −1.5

(c) 1.5

(d) 3.5

Question 14
Grade 7 Mathematics

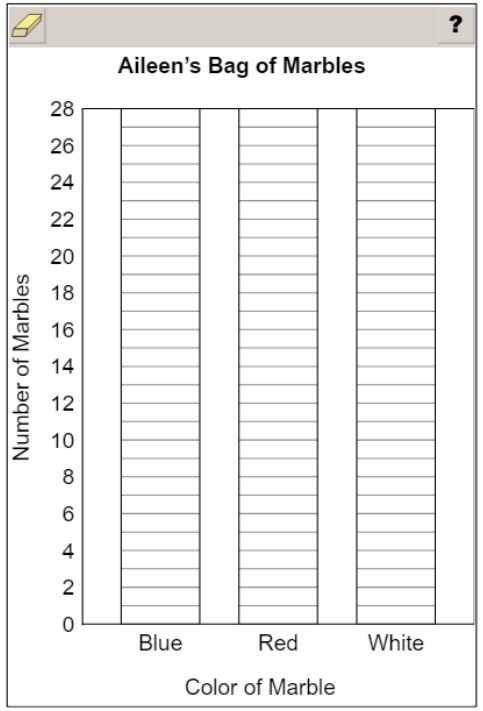
TE Item Screenshot

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.

Aileen's Bag of Marbles

Color of Marble	Frequency
Blue	3
Red	1
White	6

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.



Score Description

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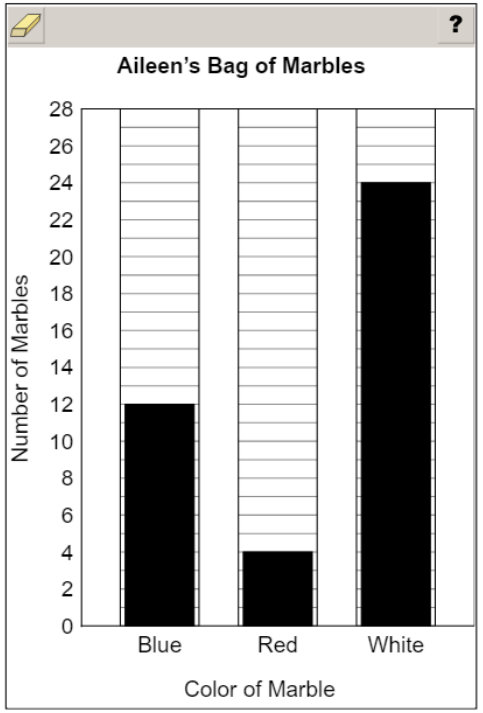
Aileen's Bag of Marbles

Color of Marble	Frequency
Blue	3
Red	1
White	6

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 15
Grade 8 Mathematics

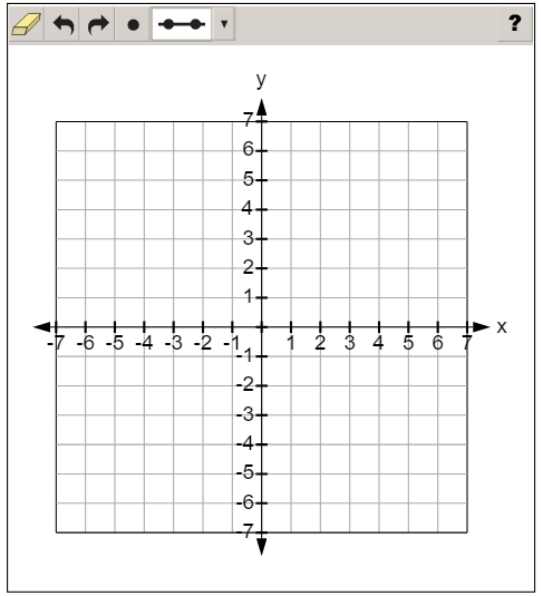
TE Item Screenshot

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.



Score Description

A system of equations is shown.

$$y = \frac{4}{3}x - 2$$

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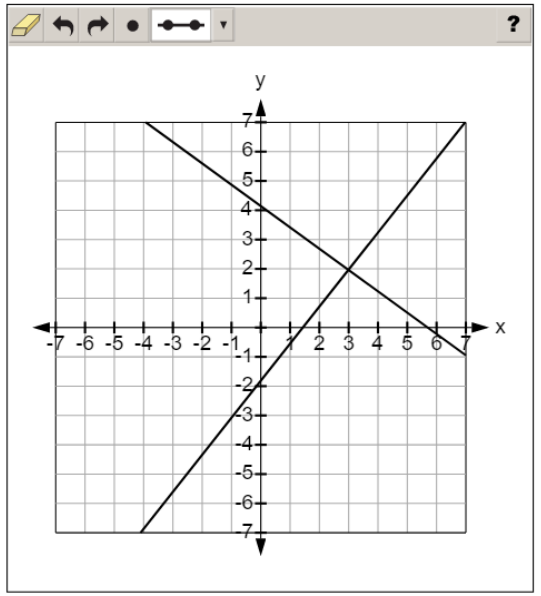
Graph the system of equations to show its solution.



Question 16
Coordinate Algebra/Algebra I

TE Item Screenshot

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 $y = \frac{4}{5}x - 2$.

The graph of $f(x)$ has [ ] y-intercept as the graph of $g(x)$. The graph of $f(x)$ has [ ] slope as the graph of $g(x)$.

a greater
a lesser
the same

a greater
a lesser
the same

Score Description

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 $y = \frac{4}{5}x - 2$.

The graph of $f(x)$ has [a greater] y-intercept as the graph of $g(x)$. The graph of $f(x)$ has [a greater] slope as the graph of $g(x)$.

Question 17, 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)

$$\frac{35 \text{ meters}}{\text{second}} \cdot \frac{\square}{\square} \cdot \frac{\square}{\square} \cdot \frac{\square}{\square}$$

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

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)

$$\frac{35 \text{ meters}}{\text{second}} \cdot \frac{\boxed{\textbf{1 kilometer}}}{\boxed{\textbf{1,000 meters}}} \cdot \frac{\boxed{\textbf{60 seconds}}}{\boxed{\textbf{1 minute}}} \cdot \frac{\boxed{\textbf{60 minutes}}}{\boxed{\textbf{1 hour}}}$$

Question 17, Part B
Coordinate Algebra

TE Item Screenshot

Part B 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.

$$\frac{\square}{\square} \cdot \frac{\square}{\square} \cdot \frac{\square}{\square} \cdot \frac{1 \text{ tablespoon}}{3 \text{ teaspoons}} \cdot \frac{1 \text{ cup}}{16 \text{ tablespoons}}$$

1 quart
1 gallon
4 quarts
6 teaspoons
8 fluid ounces
32 fluid ounces

Score Description

Part B 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.

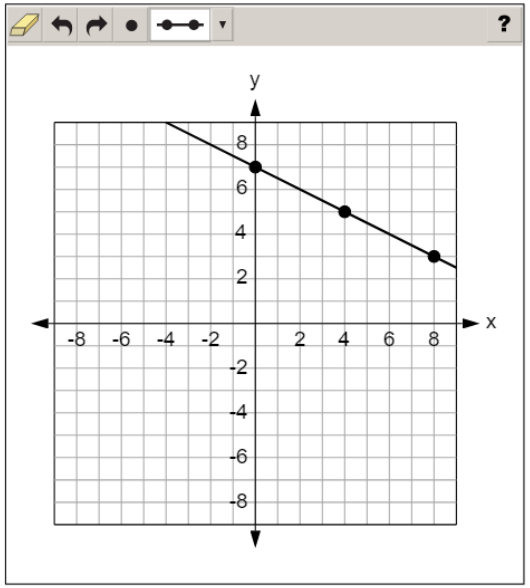
$$\frac{\boxed{\textbf{6 teaspoons}}}{\boxed{\textbf{8 fluid ounces}}} \cdot \frac{\boxed{\textbf{32 fluid ounces}}}{\boxed{\textbf{1 quart}}} \cdot \frac{\boxed{\textbf{4 quarts}}}{\boxed{\textbf{1 gallon}}} \cdot \frac{1 \text{ tablespoon}}{3 \text{ teaspoons}} \cdot \frac{1 \text{ cup}}{16 \text{ tablespoons}}$$

Question 18, 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

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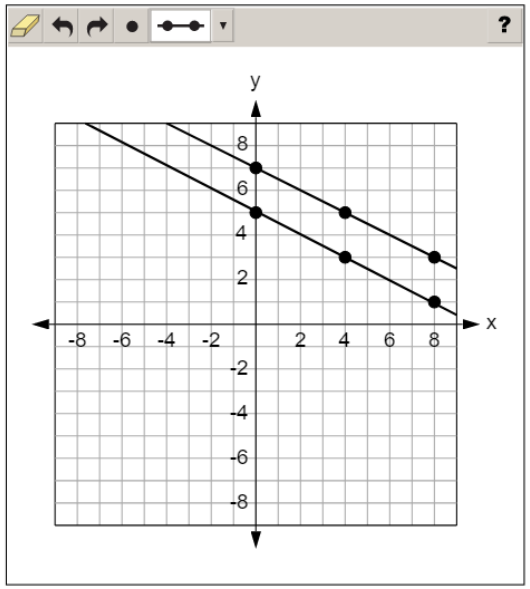
Graph the linear function $f(x) - 2$.



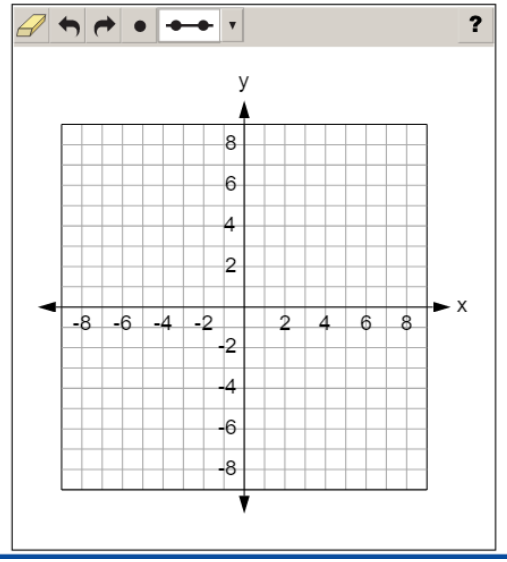
Question 18, Part B
Algebra I

TE Item Screenshot

Part B A linear function is shown.

$$g(x) = \frac{3}{4}x - 5$$

Graph the linear function $g(x) + 3$.

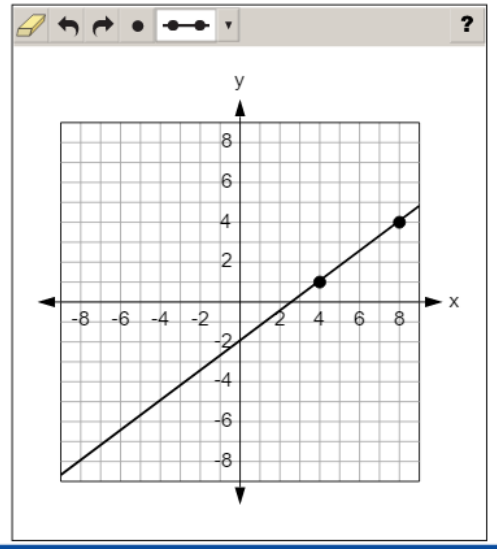


Score Description

Part B A linear function is shown.

$$g(x) = \frac{3}{4}x - 5$$

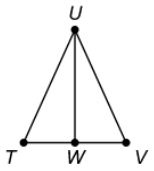
Graph the linear function $g(x) + 3$.



Question 19
Analytic Geometry

TE Item Screenshot

Triangle *TUV* is shown.



Given: $\angle WTU \cong \angle WVU$
$\overline{UW}$ bisects $\angle TUV$

Prove: $\triangle TUV$ is isosceles

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

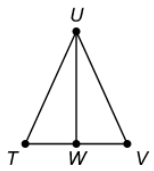
Move the correct statements and reasons into the table to complete the proof.

	Statement	Reason
1	$\angle WTU \cong \angle WVU$ $\overline{UW}$ bisects $\angle TUV$	Given
2		
3		
4		
5	$\overline{TU} \cong \overline{VU}$	Corresponding parts of congruent triangles are congruent
6	$\triangle TUV$ is isosceles	Definition of isosceles triangle

$\angle TUW \cong \angle VUW$	**Definition of angle bisector**
$\angle TWU \cong \angle VWU$	**Definition of angle bisector**
$\overline{UW} \cong \overline{UW}$	**Reflexive Property**
$\triangle TUW \cong \triangle VUW$	**Angle-Angle-Side congruence**
$\triangle TUW \cong \triangle VUW$	**Angle-Angle-Angle congruence**

Score Description

Triangle *TUV* is shown.



Given: $\angle WTU \cong \angle WVU$
$\overline{UW}$ 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.

	Statement	Reason
1	$\angle WTU \cong \angle WVU$ $\overline{UW}$ bisects $\angle TUV$	Given
2	$\overline{UW} \cong \overline{UW}$	**Reflexive Property**
3	$\angle TUW \cong \angle VUW$	**Definition of angle bisector**
4	$\triangle TUW \cong \triangle VUW$	**Angle-Angle-Side congruence**
5	$\overline{TU} \cong \overline{VU}$	Corresponding parts of congruent triangles are congruent
6	$\triangle TUV$ is isosceles	Definition of isosceles triangle

$\angle TWU \cong \angle VWU$	**Definition of angle bisector**
$\triangle TUW \cong \triangle VUW$	**Angle-Angle-Angle congruence**

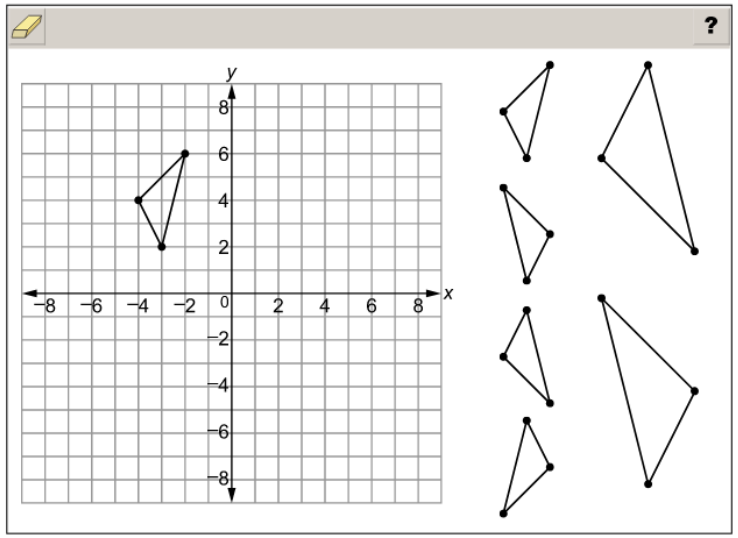
Question 20, Part A
Analytic Geometry

TE Item Screenshot

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.

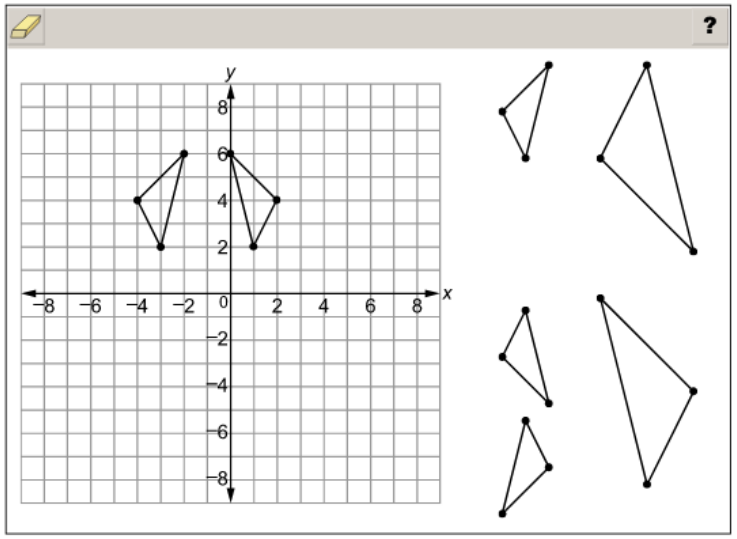


Score Description

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.



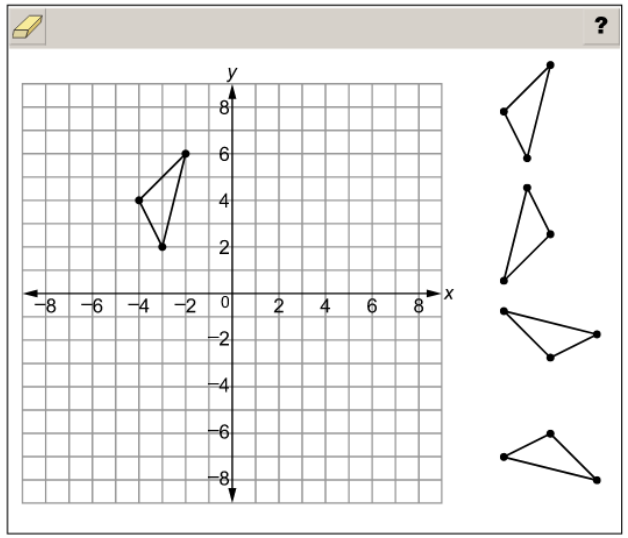
Question 20, Part B
Analytic Geometry

TE Item Screenshot

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.

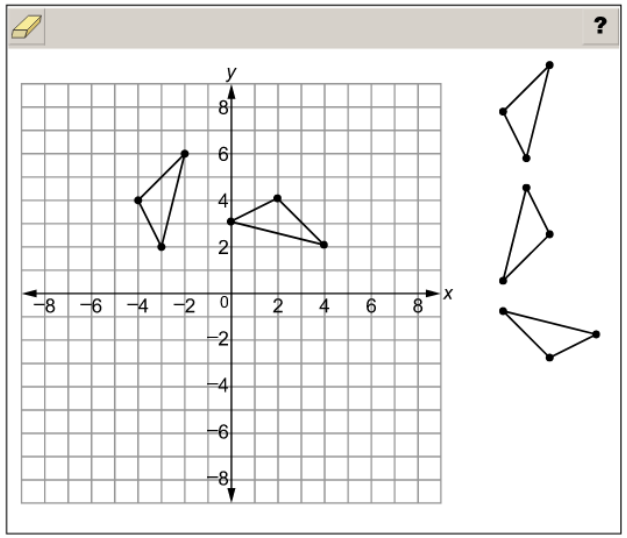


Score Description

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 21
Algebra I

TE Item Screenshot

A table of values is shown.

x	y
0	3
3	5
6	7
9	9

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

Score Description

A table of values is shown.

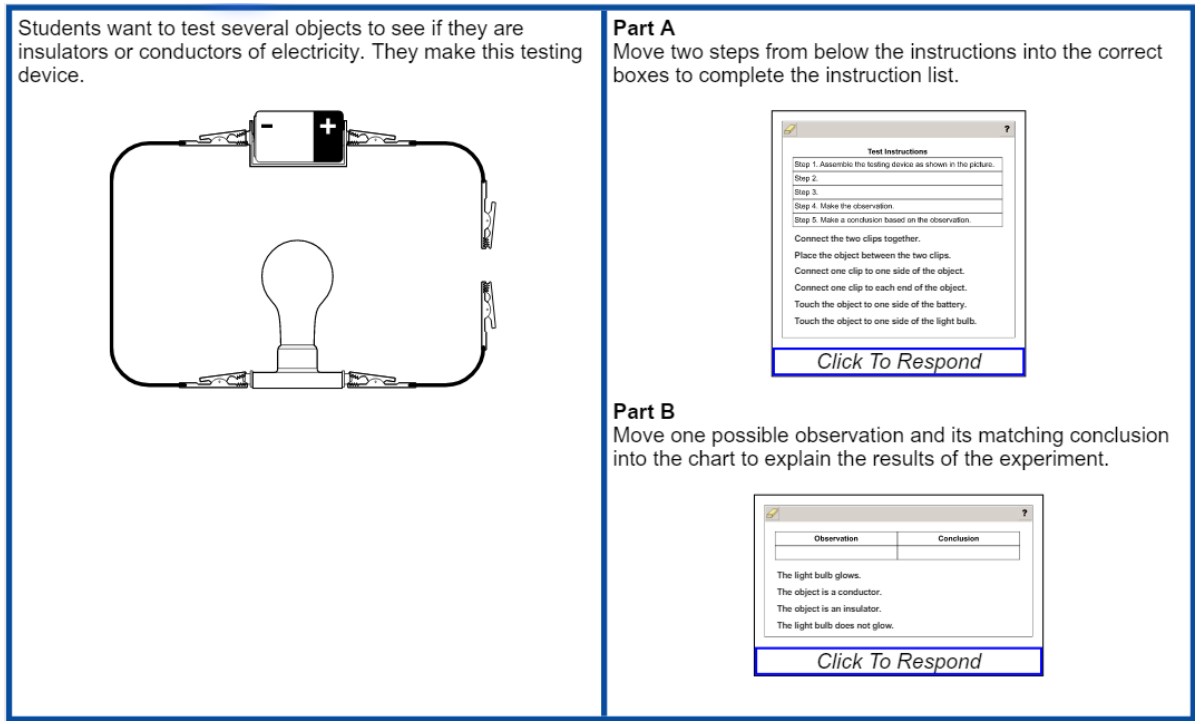
x	y
0	3
3	5
6	7
9	9

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

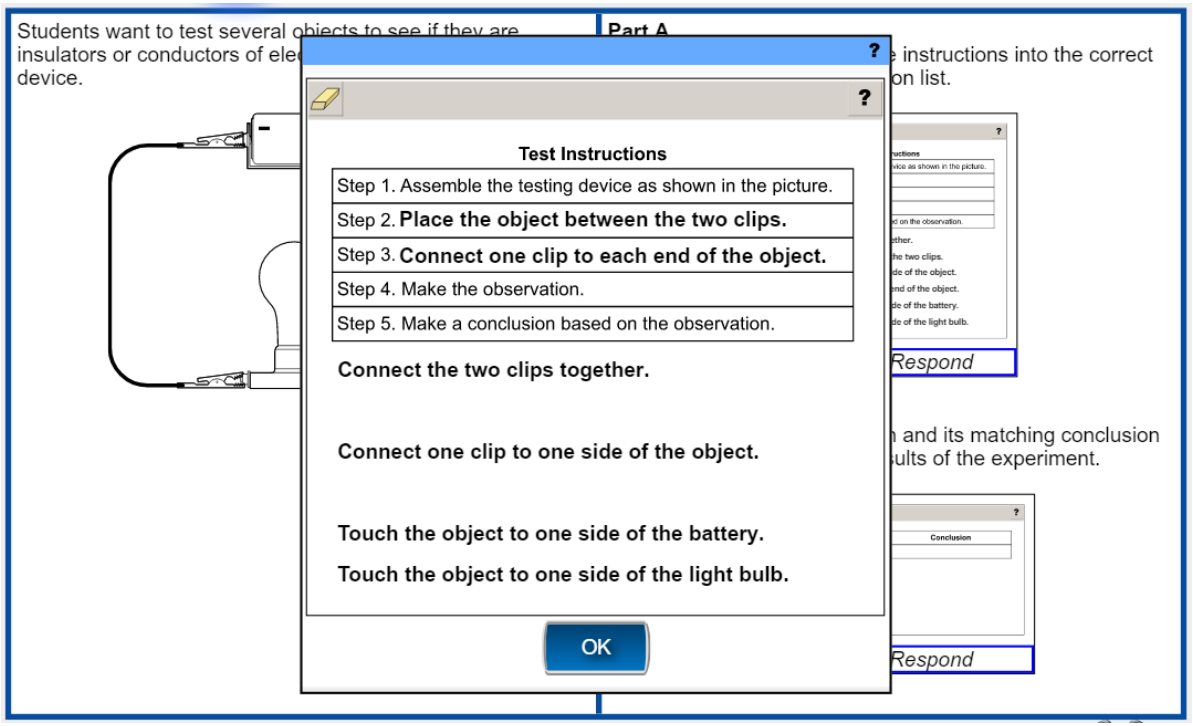
$y = \frac{2}{3}x + 3$

Question 22, Part A
Grade 5 Science

TE Item Screenshot



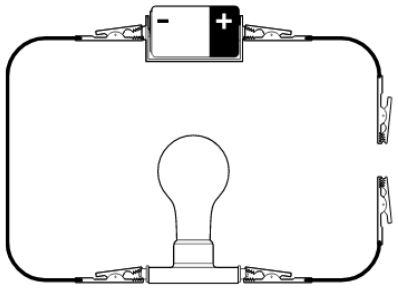
Score Description



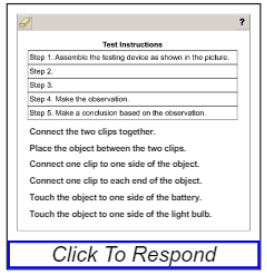
Question 22, Part B
Grade 5 Science

TE Item Screenshot

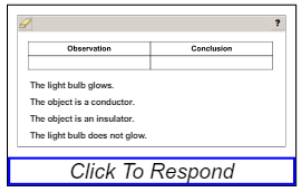
Students want to test several objects to see if they are insulators or conductors of electricity. They make this testing device.



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

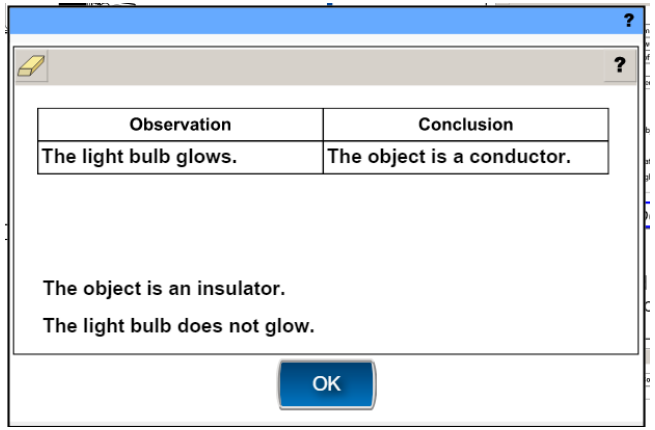


Part B
Move one possible observation and its matching conclusion into the chart to explain the results of the experiment.



Score Description

Option 1



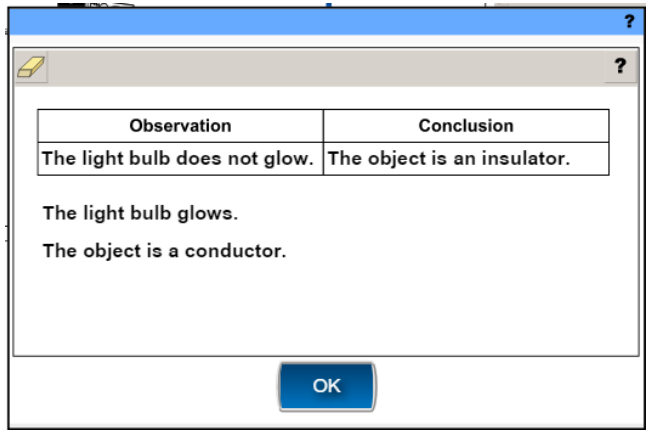
Observation	Conclusion
The light bulb glows.	The object is a conductor.

The object is an insulator.

The light bulb does not glow.

OK

Option 2



Observation	Conclusion
The light bulb does not glow.	The object is an insulator.

The light bulb glows.

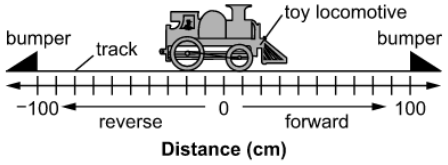
The object is a conductor.

OK

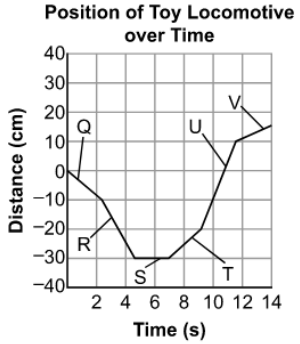
Question 23
Grade 8 Science

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.



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

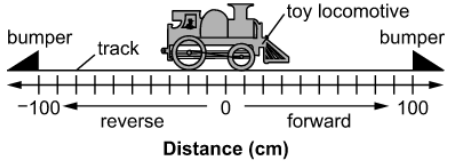
Explanation of Toy Locomotive Movement

Graph Label	Explanation
	locomotive moving at slowest reverse speed
	locomotive moving at slowest forward speed
	locomotive stationary
	locomotive moving at fastest forward speed
	locomotive moving at fastest reverse speed

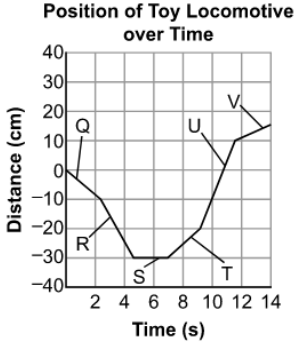
Q
R
S
T
U
V

Score Description

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.



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

Explanation of Toy Locomotive Movement

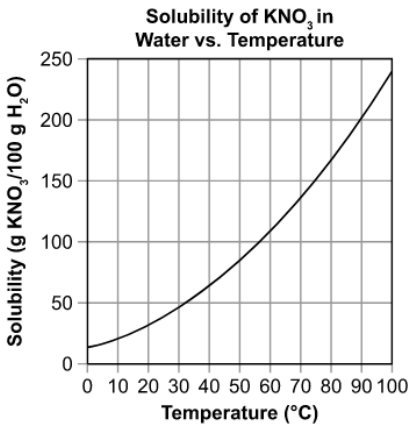
Graph Label	Explanation
Q	locomotive moving at slowest reverse speed
V	locomotive moving at slowest forward speed
S	locomotive stationary
U	locomotive moving at fastest forward speed
R	locomotive moving at fastest reverse speed

T

Question 24
Physical Science

TE Item Screenshot

A solubility curve for potassium nitrate (KNO_3) is shown.



According to the graph, what is the maximum approximate mass of KNO_3 that would dissolve at 60°C and what is the relationship between temperature and solubility?

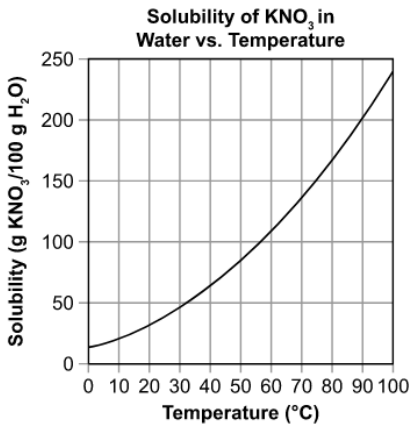
The mass is approximately [ ]; increased temperatures lead to [ ] in solubility.

110 g
140 g

an increase
a decrease

Score Description

A solubility curve for potassium nitrate (KNO_3) is shown.



According to the graph, what is the maximum approximate mass of KNO_3 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.

Question 25, Part A
Biology

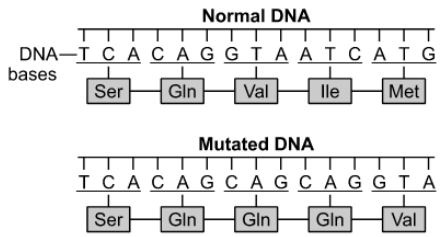
TE Item Screenshot

A genetic disorder called Huntington's disease results from mutations in the HTT gene. The HTT gene provides instructions for making a protein called 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 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
insertion
substitution

crossing over
DNA replication

OK

Review/End Test | Pause | Flag | Options

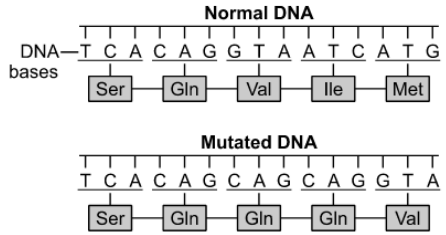
Score Description

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 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 **insertion** during **DNA replication**.

deletion
crossing over
substitution

OK

Review/End Test | Pause | Flag | Options

Question 25, Part B
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 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.

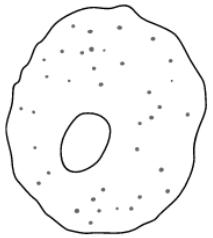
Both parents must pass the mutated DNA to the gametes during meiosis in order for offspring to develop the disorder.

Question 26
Grade 5 Science

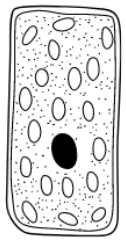
TE Item Screenshot

The pictures show the structure of two cells.

Cell X



Cell Y



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 [ ].

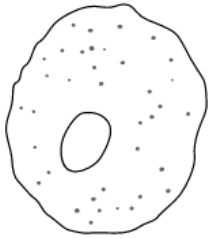
a plant cell
an animal cell

has a cell wall
does not have a cell wall
does not have a cell membrane
has a cell membrane

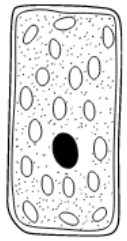
Score Description

The pictures show the structure of two cells.

Cell X



Cell Y



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

Cell X is shaped like a circle because it is [an animal cell], which means it [has a cell membrane], and cell Y is shaped like a rectangle because it is [a plant cell], which means it [has a cell wall].

Question 27

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.

Henry Ford's assembly line was introduced. → • • • → More consumers purchased cars.

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.

Henry Ford's assembly line was introduced. → **• 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.

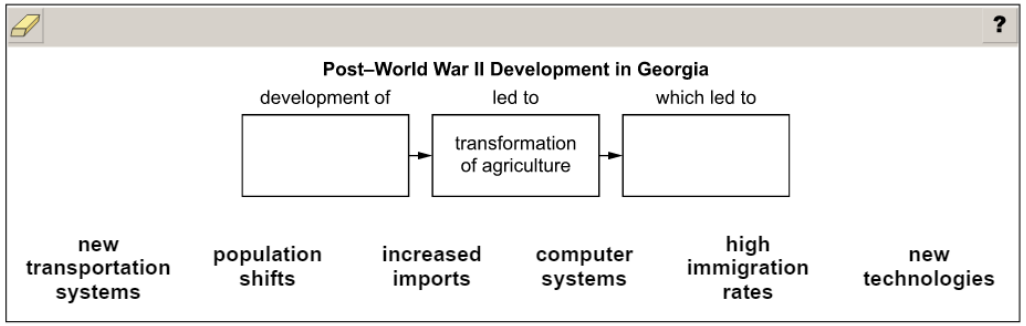
Cars became more fuel efficient.

Question 28

Grade 8 Social Studies

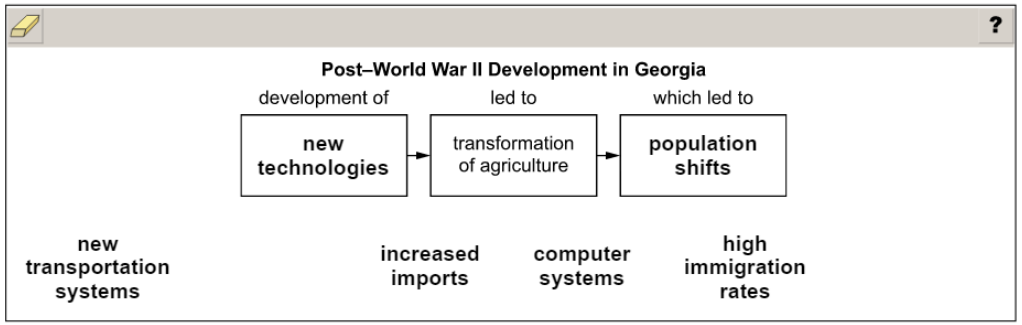
TE Item Screenshot

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



Score Description

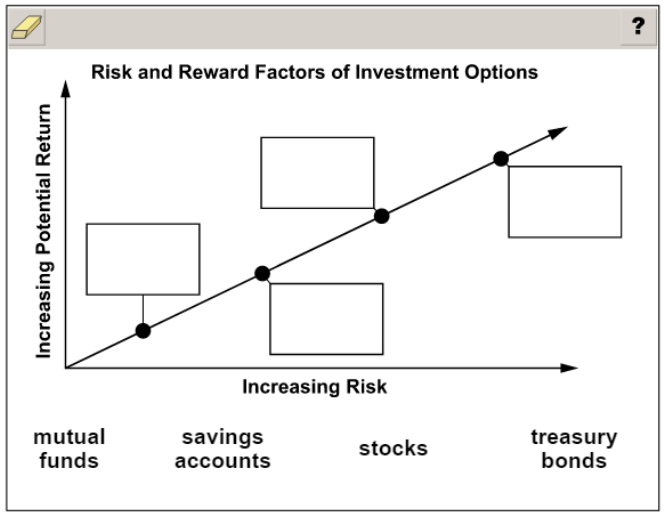
Complete the diagram by moving and placing the appropriate phrases into the correct boxes. Only one phrase is needed for each box.



Question 29, Part A
Economics

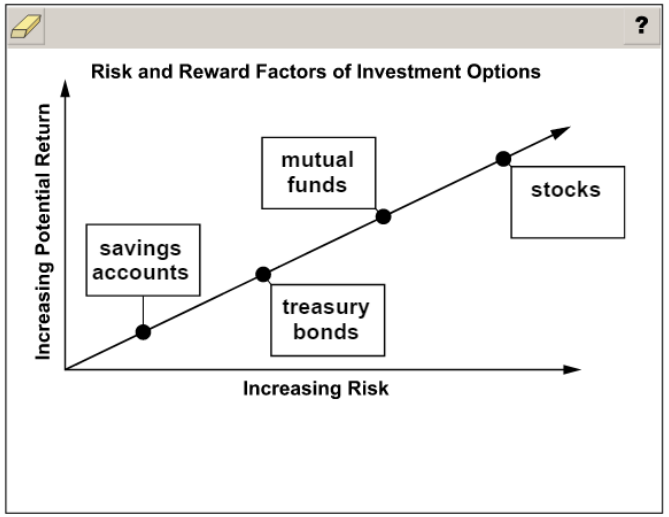
TE Item Screenshot

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

TE Item Screenshot

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

(a) The investor must pay taxes on the earned interest.

(b) The funds are not insured by the federal government.

(c) The bank may be unable to pay the promised rate of return.

(d) The rate of return earned may be less than the rate of inflation.

Score Description

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

(a) The investor must pay taxes on the earned interest.

(b) The funds are not insured by the federal government.

(c) The bank may be unable to pay the promised rate of return.

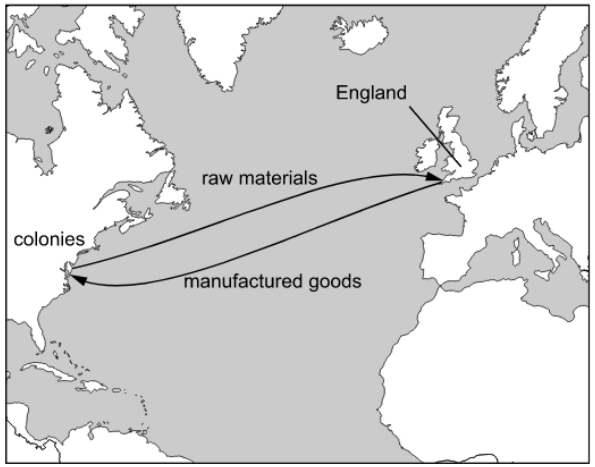
(d) The rate of return earned may be less than the rate of inflation.

Question 30
U. S. History

TE Item Screenshot

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?



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.

Action	Who Benefited?
Raw materials are shipped to England.	
Goods must travel on English ships.	
Manufactured goods are sold to the colonies.	
England has a trade surplus with the colonies.	

England

colonies

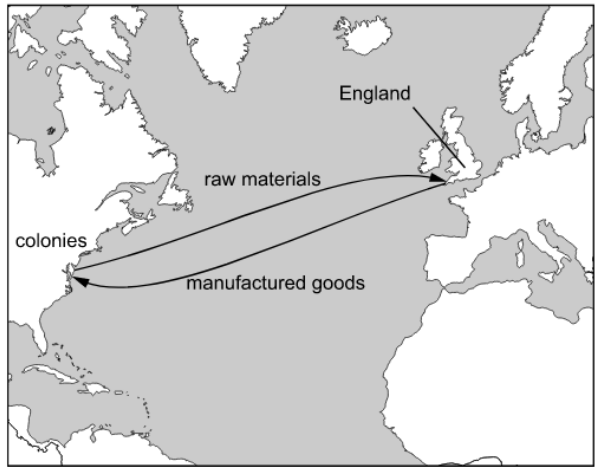
both

OK

Score Description

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?



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.

Action	Who Benefited?
Raw materials are shipped to England.	**both**
Goods must travel on English ships.	**England**
Manufactured goods are sold to the colonies.	**both**
England has a trade surplus with the colonies.	**England**

England

colonies

both

OK

Question 31
Grade 5 Social Studies

TE Item Screenshot

Complete the paragraph by selecting the correct word from each drop-down menu.

During World War II, the U.S. government began a [ ] system to conserve goods for the war effort. This system created [ ] 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.

- limited
- generous
- increased
- global

- profitable
- consumable
- rationing
- competitive

Score Description

Complete the paragraph by selecting the correct word from each drop-down menu.

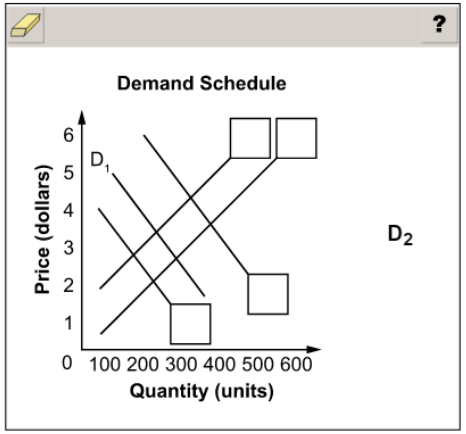
During World War II, the U.S. government began a [rationing] system to conserve goods for the war effort. This system created [limited] availability of goods such as rubber, gasoline, and meat for people living in the United States. The opportunity cost to the U.S. government was depriving citizens of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

Question 32, Part A
Economics

TE Item Screenshot

Part A

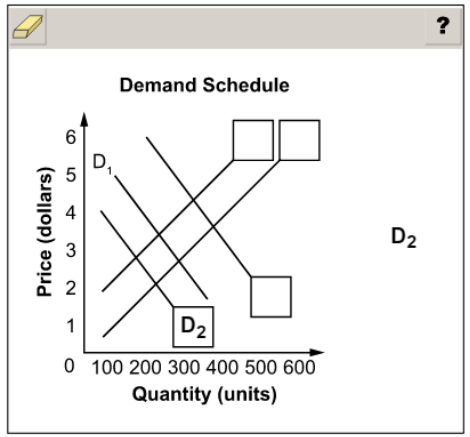
Move and place the label (D_2) in the box next to the curve that shows a decrease in demand.



Score Description

Part A

Move and place the label (D_2) in the box next to the curve that shows a decrease in demand.



Question 32, Part B
Economics

TE Item Screenshot

Part B

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

(a) The price of a substitute good increases.
(b) The price of a complementary good decreases.
(c) The consumers of the good experience an increase in income.
(d) The consumers of the good expect the price of the good to decrease in the future.

Score Description

Part B

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

(a) The price of a substitute good increases.
(b) The price of a complementary good decreases.
(c) The consumers of the good experience an increase in income.
(d) The consumers of the good expect the price of the good to decrease in the future.