

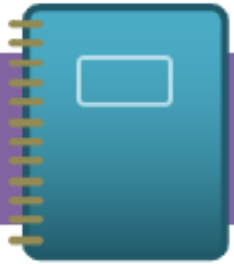
# GEORGIA MILESTONES

WHAT IS IT, AND HOW CAN I HELP MY CHILD!?!

5<sup>TH</sup> GRADE

# AGENDA

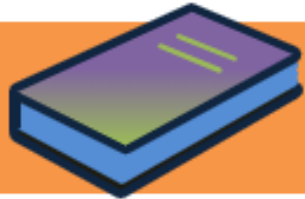
- What is Georgia Milestones?
- Dates of Administration for Georgia Milestones testing
- Review Achievement Levels-what does each level mean?
- Assessment Design and Item Types
- Resources for helping your student at home



**Provide information on how well students are mastering state adopted content standards**



**Provide students information about their own learning and readiness**



**Provide Parents information about their child's learning and progress**



**Provide information that will assist in improving school and program effectiveness**

# WHAT IS GEORGIA MILESTONES?

- Measures how well students have mastered the Georgia Standards of Excellence

## Features of the assessments include:

- Open-ended (constructed-response) items in ELA and math (all grade levels)
  - Writing component in ELA
- Norm-referenced items in all content areas to provide a national comparison
  - Entire assessment online
- Students will be asked not only what the answer is to a question, but WHY –i.e. how they know or what evidence supports their answer. Open-ended items ask students to provide both short answer and extended types of responses. Multiple-choice questions will also still be included

# TESTING WINDOW

- Testing window is April 24<sup>th</sup>-May 12<sup>th</sup>.

# STUDENT ACHIEVEMENT LEVELS

**Beginning Learners** do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students *need substantial academic support* to be prepared for the next grade level or course and to be on track for college and career readiness.

**Developing Learners** demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students *need additional academic support* to ensure success in the next grade level or course and to be on track for college and career readiness.

**Proficient Learners** demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students *are prepared* for the next grade level or course and are on track for college and career readiness.

**Distinguished Learners** demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students *are well prepared* for the next grade level or course and are well prepared for college and career readiness.

# ACHIEVEMENT LEVEL DESCRIPTORS

**Grade 5 – Understanding Your Child’s Performance:** Below is a summary of skills and knowledge students must demonstrate to achieve each performance level. A student should demonstrate mastery of knowledge and skills within his/her achievement level *as well as* all content and skills that precede it. For example, a Proficient Learner should also possess the knowledge and skills of a Developing Learner *and* a Beginning Learner.

|                              | Beginning Learner  | Developing Learner  | Proficient Learner   | Distinguished Learner   |
|------------------------------|--|---|--|---|
| <b>English Language Arts</b> | <p>In general, your child can:</p> <ul style="list-style-type: none"> <li>• read texts below grade level</li> <li>• write simple narrative, opinion, and informative/explanatory pieces using irrelevant facts, reasons, or details</li> <li>• conduct research using two sources to investigate a topic</li> </ul>  | <p>In general, your child can:</p> <ul style="list-style-type: none"> <li>• summarize texts near grade level</li> <li>• write loosely organized opinion and informative/explanatory pieces using limited facts, reasons, or details</li> <li>• write narratives with simple characters and few details</li> <li>• conduct research using several sources to investigate a topic</li> </ul>  | <p>In general, your child can:</p> <ul style="list-style-type: none"> <li>• determine a theme or main ideas and summarize complex, grade-level texts</li> <li>• write opinion and informative/explanatory pieces that clearly link ideas, reasons, facts, or details</li> <li>• write narratives with descriptive details and developed characters</li> <li>• conduct short research projects to investigate different aspects of a topic</li> </ul>   | <p>In general, your child can:</p> <ul style="list-style-type: none"> <li>• determine a theme or main ideas and summarize complex, above-grade-level texts</li> <li>• write multiparagraph opinion and informative/explanatory pieces with effectively supportive ideas, reasons, facts, or details</li> <li>• write well-developed narratives that convey characters, experiences, and events precisely</li> <li>• conduct research projects using several sources to analyze information and provide evidence supporting different aspects of a topic</li> </ul>  |
| <b>Mathematics</b>           | <p>In general, your child can:</p> <ul style="list-style-type: none"> <li>• identify the next number in a pattern</li> <li>• write one-step numerical expressions</li> <li>• recognize place value names</li> <li>• add and subtract decimals</li> <li>• add and subtract fractions with like denominators</li> <li>• perform simple measurement conversions of length</li> <li>• find volume of rectangular prisms by counting unit cubes</li> <li>• plot points on the coordinate plane</li> <li>• identify two-dimensional figures</li> </ul> | <p>In general, your child can:</p> <ul style="list-style-type: none"> <li>• identify patterns</li> <li>• write simple numerical expressions</li> <li>• use grouping symbols</li> <li>• read, write, and compare decimals to the tenths</li> <li>• multiply multidigit numbers</li> <li>• add, subtract, and multiply decimals</li> <li>• add and subtract fractions with unlike denominators</li> <li>• multiply a fraction by a whole</li> <li>• create line plots</li> <li>• find volume of rectangular prisms</li> <li>• identify ordered pairs</li> <li>• create line plots</li> <li>• classify shapes</li> </ul> | <p>In general, your child can:</p> <ul style="list-style-type: none"> <li>• create a pattern from a rule</li> <li>• evaluate numerical expressions</li> <li>• graph ordered pairs</li> <li>• read, write, and compare decimals to the thousandths</li> <li>• multiply and divide multidigit numbers</li> <li>• add and subtract mixed numbers</li> <li>• add, subtract, multiply, and divide decimals</li> <li>• find the area of rectangles with fractional sides</li> <li>• divide unit fractions and whole numbers</li> <li>• calculate simple conversions of time, volume, and mass</li> <li>• interpret line plots</li> <li>• classify shapes by hierarchy</li> </ul> | <p>In general, your child can:</p> <ul style="list-style-type: none"> <li>• explain patterns and relationships</li> <li>• solve multistep word problems involving numerical expressions, adding and subtracting fractions, finding area of rectangles, multiplying mixed numbers, and dividing fractions</li> <li>• round decimals</li> <li>• fluently add, subtract, multiply, and divide decimals</li> <li>• calculate multistep conversions of time, length, volume, and mass</li> <li>• find side lengths, given volume</li> <li>• graph and interpret real-world data in the first quadrant</li> </ul> |



# DEPTH OF KNOWLEDGE

## **Level 1 (Recall of Information)**

- \* Identify, list, or define something.
- \* Questions may start with *who*, *what*, *when*, and *where*.
- \* Recall facts, terms, or identify information.

## **Level 2 (Basic Reasoning)**

- \* Think about things—it is more than just remembering something.
- \* Describe or explain something.
- \* Answer the questions “how” or “why.”

## **Level 3 (Complex Reasoning)**

- \* Go beyond explaining or describing “how and why.”
- \* Explain or justify your answers.
- \* Give reasons and evidence for your response.
- \* Make connections and explain a concept or a “big idea.”

## **Level 4 (Extended Reasoning)**

- \* Complex thinking required!
- \* Plan, investigate, or apply a deeper understanding.
- \* These items will take more time to write.
- \* Connect and relate ideas.
- \* Show evidence by doing a task, creating a product, or writing a response.



# Assessment times

| Content Area   | Section | Typical Testing Time | 2020-2021 Maximum Testing Time | Decreased Max Time per Section |
|----------------|---------|----------------------|--------------------------------|--------------------------------|
| ELA            | 1       | 45-65                | 90                             | 0                              |
|                | 2       | 40-60                | 80                             | 5                              |
|                | 3       | 40-60                | 80                             | 5                              |
| Math           | 1       | 30-50                | 65                             | 20                             |
|                | 2       | 30-50                | 65                             | 20                             |
| Science        | 1       | 20-30                | 40                             | 30                             |
|                | 2       | 20-30                | 40                             | 30                             |
| Social Studies | 1       | 15-25                | 35                             | 35                             |
|                | 2       | 15-25                | 35                             | 35                             |

3<sup>rd</sup> – 8<sup>th</sup> Grade

5<sup>th</sup> & 8<sup>th</sup> Grade

8<sup>th</sup> Grade

# ELA ASSESSMENT DESIGN

| Description   | Number of Items | Number of Points |
|---|-----------------|------------------|
| 1-point Selected-Response and Technology-Enhanced Items <sup>1, 2</sup> | 37              | 37               |
| 2-point Technology-Enhanced Items <sup>1</sup>                          | 5               | 10               |
| 2-point Constructed-Response Items                                      | 1               | 2                |
| 4-point Extended Constructed-Response Items                             | 1               | 4                |
| 7-point Extended Writing-Response Items                                 | 1               | 7                |
| Field Test Items <sup>3</sup>   | 6               | 0                |
| <b>Total<sup>4</sup></b>  | <b>51</b>       | <b>60</b>        |

## SELECTED RESPONSE EXAMPLE –1 POINT

### Example Item 1

**Selected-Response:** 1 point

**DOK Level:** 2

**English Language Arts (ELA) Grade 4 Content Domain:** Reading and Vocabulary

**Standard:** ELAGSE4RI7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

**Why is the picture of the cheetah MOST LIKELY included in the article?**

- A. to show that a cheetah likes to sit in the grass
- B. to show the way a cheetah hunts animals in the grass
- C. to show that a cheetah is the same height as the grass
- D. to show the way a cheetah uses its spots to hide in the grass

# TECHNOLOGY ENHANCED –2 POINTS

12

**Drag-and-Drop Technology-Enhanced: 2 points**

Move the sentence that BEST describes the theme of the story into the first column of the chart. Then move TWO key details that BEST support the theme into the second column.

| Theme | Supporting Details |
|-------|--------------------|
|       |                    |

| Themes   | Details  |
|--|--|
| It is important to trust in the people we love.                          | I had forgotten that the visit was a secret. I felt very bad.                          |
| A well-timed surprise is a good idea for a gift.                         | "We'll tell you about this surprise because we think you can keep it a secret."        |
| Keeping surprises a secret can bring more happiness than revealing them. | I felt so relieved that my parents had decided to trust me with this exciting news!    |
|  | It felt great to be true to my word.   |
|  | I felt wonderful for keeping my promise, and my brother was overjoyed at his surprise. |

*Click To Respond*

# EXTENDED CONSTRUCTED-RESPONSE EXAMPLE –4 POINTS

13

Students will be given  
one of the following

GENRES:

-Opinion

-Narrative

-Informational

## Example Item 3

**Extended Constructed-Response:** 4 points

**DOK Level:** 4

**English Language Arts (ELA) Grade 4 Content Domain:** Writing and Language

**Standard:** ELAGSE4W3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**Write a story in which you find an animal hiding in nature. Describe the animal and how you find it.**

**Be sure to use information from the article to help you develop details in your story.**

### Narrative Writer's Checklist

**Be sure to:**

- Develop a real or imagined experience.
- Establish a situation and introduce a narrator and/or characters.
- Organize events in order.
  - Use transitional words and phrases to sequence the events.
- Use dialogue and/or description to:
  - develop events.
  - show how characters respond to situations.
- Use concrete words, phrases, and sensory details to describe the events.
- Include a conclusion.
- Use ideas and/or details from the passage(s).
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

**Now write your narrative on your answer document. Refer to the Writer's Checklist as you write and proofread your narrative.**

# EXTENDED WRITING-RESPONSE –7 POINTS

14

## Example Item 4

**Extended Writing-Response:** 7 points

**DOK Level:** 4

**English Language Arts (ELA) Grade 4 Content Domain:** Writing and Language

### Standards:

ELAGSE4W1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

ELAGSE4L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELAGSE4L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

Before you begin writing your essay, you will read two passages.

As you read the passages, think about details you may use in an opinion essay about giving and receiving allowance.

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

1. A Regular Allowance for Doing Chores
2. Allowance as a Reward

## WRITING TASK

People have different ideas about giving and receiving allowance.

Think about the ideas in BOTH passages. Then write an **opinion essay** in your own words that explains whether or not children should receive a regular allowance.

Be sure to use information from BOTH passages in your **opinion essay**.

## Writer's Checklist

### Be sure to:

- Introduce your opinion.
- Support your opinion with reasons and details from the passages.
- Give your reasons and details in a clear order.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages.
- Identify the passages by title or number when using details or facts directly from the passages
- Use linking words, phrases, and clauses to connect reasons.
- Use clear language and vocabulary.
- Have a strong conclusion that supports your opinion.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

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

# MATH ASSESSMENT DESIGN

| Description   | Number of Items | Number of Points |
|---|-----------------|------------------|
| 1-point Selected-Response and Technology-Enhanced Items <sup>1, 2</sup> | 42              | 42               |
| 2-point Technology-Enhanced Items <sup>1</sup>                          | 8               | 16               |
| Field Test Items <sup>3</sup>   | 5               | 0                |
| <b>Total<sup>4</sup></b>  | <b>55</b>       | <b>58</b>        |



# MATH SAMPLE ITEM 1

## Example Item 1

**Selected-Response:** 1 point

**DOK Level:** 1

**Mathematics Grade 4 Content Domain:** Numbers and Operations in Base Ten

**Standard:** MGSE4.NBT.3. Use place value understanding to round multi-digit whole numbers to any place.

**Tina and her class collected soda cans for recycling. They collected 738 cans. Tina's teacher wants to know how many cans the class collected rounded to the nearest hundred.**

**What is 738 rounded to the nearest hundred?**

- A. 700
- B. 730
- C. 740
- D. 800

# TECHNOLOGY ENHANCED- ITEM 2


17

## Item 12

Drag-and-Drop Technology-Enhanced: 2 points

Move each number representation into the column that BEST describes it. Not all number representations will be used.

| Less Than 7,392 | Equal to 7,392 |
|-----------------|----------------|
|                 |                |

 ?

$7,000 + 300 + 90 + 2$   
 $7,000 + 200 + 90 + 3$   
 $(7 \times 1,000) + (9 \times 100) + (3 \times 10) + (2 \times 1)$   
 $(7 \times 1,000) + (3 \times 100) + (2 \times 10) + (9 \times 1)$   
seven thousand three hundred ninety-two  
seven thousand four hundred twenty-three



Use a mouse, touchpad, or touchscreen to move the number representations into the columns. Each

# MATH SAMPLE ITEM 3

18

## Extended Constructed-Response

**DOK Level 3:** This is a DOK level 3 item because it asks students to assess the reasonableness of a given answer and justify their assessment. The students then must determine how to correct the error and explain their reasoning.

**Mathematics Grade 5 Content Domain:** Number and Operations—Fractions

**Standard:** MGSE5.NF.2. Solve word problems involving addition and subtraction of fractions, including cases of unlike denominators (e.g., by using visual fraction models or equations to represent the problem). Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.

Use the fraction bars to help you solve the problem.

|                |                |                |                |                |                |                |                |                |                |                |                |
|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| $\frac{1}{3}$  |                |                |                | $\frac{1}{3}$  |                |                |                | $\frac{1}{3}$  |                |                |                |
| $\frac{1}{4}$  |                |                | $\frac{1}{4}$  |                |                | $\frac{1}{4}$  |                |                | $\frac{1}{4}$  |                |                |
| $\frac{1}{12}$ | $\frac{1}{12}$ | $\frac{1}{12}$ | $\frac{1}{12}$ | $\frac{1}{12}$ | $\frac{1}{12}$ | $\frac{1}{12}$ | $\frac{1}{12}$ | $\frac{1}{12}$ | $\frac{1}{12}$ | $\frac{1}{12}$ | $\frac{1}{12}$ |

Anita is making chocolate fudge brownies. She needs  $\frac{1}{3}$  cup of water and  $\frac{3}{4}$  cup of vegetable oil for the recipe. Anita pours both the water and vegetable oil into a large mixing bowl. She measures the combined total amount of the water and vegetable oil and sees that it is more than one cup.

**Part A** How much more than one cup is Anita's mixture of water and vegetable oil? Explain how you found your answer. Write your answer in the space provided.

**Part B** How could Anita know, without measuring, that  $\frac{1}{3}$  cup of water and  $\frac{3}{4}$  cup of oil together is less than 2 cups? Write your answer in the space provided.

**Part C** How much less than 2 is the sum of  $\frac{1}{3}$  and  $\frac{3}{4}$ ? Write your answer in the space provided.

# Math Scoring Rubric

| Scoring Rubric |   |
|----------------|---|
| Points         | Rationale   |
| 4              | <p>The response achieves the following:</p> <ul style="list-style-type: none"><li>• The response demonstrates a complete understanding of using benchmark fractions and number sense to estimate mentally and assess the reasonableness of answers when solving a real-world problem involving fraction addition.</li><li>• The response is correct and complete.</li><li>• The response shows the application of a reasonable and relevant strategy.</li><li>• Mathematical ideas are expressed coherently in the response, which is clear, complete, logical, and fully developed.</li></ul>  |
| 3              | <p>The response achieves the following:</p> <ul style="list-style-type: none"><li>• The response demonstrates a nearly complete understanding of using benchmark fractions and number sense to estimate mentally and assess the reasonableness of answers when solving a real-world problem involving fraction addition.</li><li>• The response is mostly correct but contains either a computation error or an unclear or incomplete explanation.</li><li>• The response shows the application of a relevant strategy, though the strategy may be only partially applied or may remain unexplained.</li><li>• Mathematical ideas are expressed only partially in the response.</li></ul> |
| 2              | <p>The response achieves the following:</p> <ul style="list-style-type: none"><li>• The response demonstrates a partial understanding of using benchmark fractions and number sense to estimate mentally and assess the reasonableness of answers when solving a real-world problem involving fraction addition.</li><li>• The response is only partially correct.</li><li>• The response shows the application of a relevant strategy, though the strategy may be only partially applied or may remain unexplained.</li><li>• Mathematical ideas are expressed only partially in the response.</li></ul>   |
| 1              | <p>The response achieves the following:</p> <ul style="list-style-type: none"><li>• The response demonstrates a minimal understanding of using benchmark fractions and number sense to estimate mentally and assess the reasonableness of answers when solving a real-world problem involving fraction addition.</li><li>• The response is only minimally correct.</li><li>• The response shows the incomplete or inaccurate application of a relevant strategy.</li><li>• Mathematical ideas are expressed only partially in the response.</li></ul>   |
| 0              | <p>The response achieves the following:</p> <ul style="list-style-type: none"><li>• The response demonstrates limited to no understanding of using benchmark fractions and number sense to estimate mentally and assess the reasonableness of answers when solving a real-world problem involving fraction addition.</li><li>• The response is incorrect.</li><li>• The response shows no application of a strategy.</li><li>• Mathematical ideas cannot be interpreted or lack sufficient evidence to support even a limited understanding.</li></ul>  |

# SCIENCE ASSESSMENT DESIGN

**Grade 5 Science EOG Assessment Design**

| Description                           | Number of Items | Points for CR <sup>1</sup> Score | Points for NRT <sup>2</sup> Feedback |
|---------------------------------------|-----------------|----------------------------------|--------------------------------------|
| CR Selected-Response Items            | 43              | 43                               | 0                                    |
| NRT Selected-Response Items           | 20 <sup>3</sup> | 9 <sup>4</sup>                   | 20                                   |
| CR Technology-Enhanced Items          | 4               | 8                                | 0                                    |
| CR Field Test Items                   | 9               | 0                                | 0                                    |
| <b>Total Items/Points<sup>5</sup></b> | <b>76</b>       | <b>60</b>                        | <b>20</b>                            |

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

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

<sup>3</sup>Of these items, 9 will contribute to both the CR scores and NRT feedback. The other 11 of these items will contribute to NRT feedback only and will not impact the student's Achievement Level designation, scale score, or grade conversion.

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

<sup>5</sup>Of the 76 total items, 56 items contribute to the CR score, for a total of 60 points; 20 total items contribute to NRT feedback, for a total of 20 points.

# SCIENCE ASSESSMENT DESIGN

## GRADE 5 SCIENCE: DOMAIN STRUCTURES AND CONTENT WEIGHTS

| Reporting Category | Standards Assessed           | Approximate Percentage of Test | Approximate Number of Points |
|--------------------|------------------------------|--------------------------------|------------------------------|
| Earth Science      | S5E1                         | 23%                            | 14                           |
| Physical Science   | S5P1<br>S5P2<br>S5P3         | 35%                            | 21                           |
| Life Science       | S5L1<br>S5L2<br>S5L3<br>S5L4 | 42%                            | 25                           |



# SCIENCE EXAMPLE ITEM 1

## Selected-Response

**DOK Level 1:** This is a DOK level 1 item because the question requires the student to recall information concerning a known relationship between scientific quantities.

**Science Grade 5 Content Domain:** Physical Science

**Standard:** S5P2. Obtain, evaluate, and communicate information to investigate electricity.  
b. Design a complete, simple electric circuit, and explain all necessary components.

**A student wants to design a complete, simple circuit for a class project. The student has more materials available than are needed for the project.**

**What does a complete, simple circuit require to work?**

- A. wire and a switch
- B. wire and a light bulb
- C. wire, a battery, and a switch
- D. wire, a battery, and a light bulb

**Correct Answer:** D

**Explanation of Correct Answer:** The correct answer is choice (D) wire, a battery, and a light bulb. The necessary components of a simple electric circuit are a source of power, a path for the current, and something to provide power. Choice (A) is incorrect because a switch is not necessary, but a power source is a necessary component. Choice (B) is incorrect because a power source is a necessary component. Choice (C) is incorrect because a switch is not a necessary component.



# SCIENCE EXAMPLE ITEM 2

**Standard:** S5E1. Obtain, evaluate, and communicate information to identify surface features on the Earth caused by constructive and/or destructive processes.

- b. Develop simple interactive models to collect data that illustrate how changes in surface features are/were caused by constructive and/or destructive processes.

**Deposition of sediments can change the depth of a lake over time. A student wants to make a model that shows how this process takes place.**

**Which model would provide data about changes in the depth of a lake caused by deposition?**

- A. Fill a beaker with water. Slowly allow the water to evaporate from the beaker. Measure the change in the depth of the water.
- B. Fill a beaker with water. Slowly drop sand, gravel, and dead plant material into the beaker. Measure the change in the depth of the water.
- C. Fill a plastic box with water. Put a hose in the water on one end of the box and turn the water on to a slow flow. Measure the depth of the water when the box is full.
- D. Fill a plastic box with sand, gravel, and dead plant material. Put a hose in the middle of the box and turn the water on to a slow flow. Measure the depth of the water when the box is full.

**Correct Answer:** B

**Explanation of Correct Answer:** The correct answer is choice (B) Fill a beaker with water. Slowly drop sand, gravel, and dead plant material into the beaker. Measure the change in the depth of the water. Choice (A) is incorrect because there are no sediments being added to the water; the change in water level is due to evaporation. Choice (C) is incorrect because this would demonstrate increased water from runoff, not deposition. Choice (D) is incorrect because this would demonstrate increased rainfall and erosion as the sediments are redistributed by the water flow.

# SCIENCE EXAMPLE ITEM 3

24

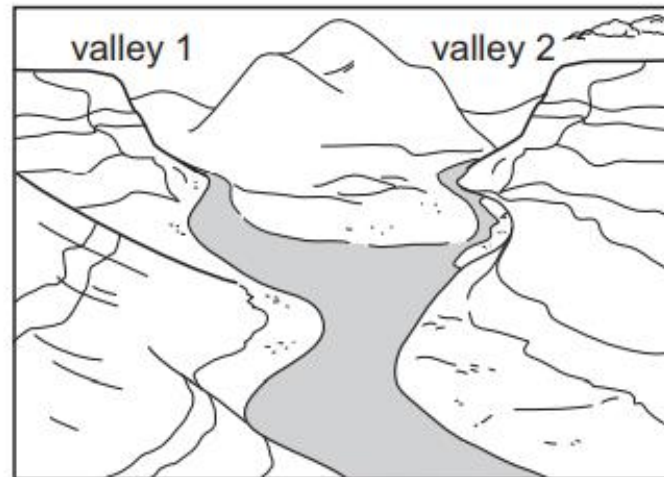
**DOK Level 3:** This is a DOK level 3 item because the question requires the student to make choices based on a reasoned argument.

**Science Grade 5 Content Domain:** Earth Science

**Standard:** S5E1. Obtain, evaluate, and communicate information to identify surface features on the Earth caused by constructive and/or destructive processes.

- a. Construct an argument supported by scientific evidence to identify surface features (examples could include deltas, sand dunes, mountains, volcanoes) as being caused by constructive and/or destructive processes (examples could include deposition, weathering, erosion, and impact of organisms).

**The picture shows two steep valleys and two rivers that join together and become one larger river in a wider valley.**



# SCIENCE EXAMPLE ITEM 3

**A student claims that both valleys have been formed by the same process over a long period of time.**

**Which argument BEST explains why the student's claim is correct or incorrect?**

- A.** The student's claim is correct; the evidence in the picture shows that both valleys were formed by the constructive force of deposition because flowing water carries large rocks from far away and drops them along a river, making the banks taller.
- B.** The student's claim is correct; the evidence in the picture shows that both valleys were formed by the destructive forces of weathering and erosion because flowing water breaks down rock and carries the small pieces downstream.
- C.** The student's claim is not correct; the evidence in the picture shows that valley 1 was formed by the destructive forces of weathering and erosion because flowing water breaks down rock and carries the small pieces downstream, but valley 2 was formed by the constructive force of deposition because flowing water carries large rocks from far away and drops them along a river, making the banks taller.
- D.** The student's claim is not correct; the evidence in the picture shows that valley 1 was formed by the constructive force of deposition because flowing water carries large rocks from far away and drops them along a river, making the banks taller, but valley 2 was formed by the destructive forces of weathering and erosion because flowing water breaks down rock and carries the small pieces downstream.

# TESTING TIPS

- Get a good night's sleep
- Eat breakfast
- Arrive to school on time
- Review content vocabulary

# HELPFUL RESOURCES



- [HTTP://WWW.GAEXPERIENCEONLINE.COM/](http://www.gaexperienceonline.com/)
- [HTTP://WWW.GADOE.ORG](http://www.gadoe.org)
- [HTTPS://WWW.LUMOSLEARNING.COM/LLWP/RESOURCES/GMAS-PRACTICE-TESTS-SAMPLE-QUESTIONS.HTML](https://www.lumoslearning.com/llwp/resources/gmas-practice-tests-sample-questions.html)