



4th Grade GMAS Parent Workshop

Item Types and Time Allotment

Content Area	Grades	Number of Items	Item Types	Time Allotment
ELA	3, 4, and 5	60	<ul style="list-style-type: none">Selected Response (1 pt)2 CR (2 pts)1 CR Extended (4 pts)1 Extended Writing (7 pts)	190 – 240 min. {Section 1 - 90 minutes and Sections 2 & 3 - 75 minutes each}
Math	3, 4, and 5	73	<ul style="list-style-type: none">Selected Response (1 pt)2 CR (2 pts)1 Extended Response	120 – 170 min. {Sections 1 & 2 - 85 minutes each}



Accommodations

- Students with a 504, IEP or TPC will receive the accommodations listed in those documents.

Test questions are designed with a Depth of Knowledge (DOK) level in mind. As you go from Level 1 to Level 4, the questions get more and more challenging. They take more thinking and reasoning to answer.

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.

GRADE 4 ENGLISH LANGUAGE ARTS (ELA): DOMAIN STRUCTURES AND CONTENT WEIGHTS

Domain	Standard		Approximate Weight
Reading and Vocabulary	ELAGSE4RI1 ELAGSE4RI2 ELAGSE4RI3 ELAGSE4RI4 ELAGSE4RI5 ELAGSE4RI6 ELAGSE4RI7 ELAGSE4RI8 ELAGSE4RI9 ELAGSE4RL1 ELAGSE4RL2	ELAGSE4RL3 ELAGSE4RL4 ELAGSE4RL5 ELAGSE4RL6 ELAGSE4RL7 ELAGSE4RL9 ELAGSE4L4 (4a, 4b, 4c) ELAGSE4L5 (5a, 5b, 5c)	53%
Writing and Language	ELAGSE4W1 (1a, 1b, 1c, 1d) ELAGSE4W2 (2a, 2b, 2c, 2d, 2e) ELAGSE4W3 (3a, 3b, 3c, 3d, 3e) ELAGSE4W4 ELAGSE4W7 ELAGSE4W8	ELAGSE4W9 ELAGSE4L1 (1a, 1b, 1c, 1d, 1e, 1f, 1g) ELAGSE4L2 (2a, 2b, 2c, 2d) ELAGSE4L3 (3a, 3b, 3c)	47%

ELA Example Item # 1: Selected Response

DOK Level 1: This is a DOK level 1 item because it requires the student to distinguish between common and proper nouns.

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

Standard: ELAGSE4L2a. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization.

Read the sentence.

My mother picked out our next family car from a dealer in texas.

Which underlined word in the sentence should start with a capital letter?

- A. mother
- B. family
- C. dealer
- D. texas

Correct Answer: D

Explanation of Correct Answer: The correct answer is choice (D) texas. Cities, towns, states, and nations are always capitalized. Choice (A) is incorrect because it is not used as a name. Choices (B) and (C) are incorrect because they are common nouns.

ELA Example Item # 2: Selected Response

DOK Level 2: This is a DOK level 2 item because the student is asked to apply knowledge of the text in order to answer the question.

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

Genre: Informational

Standard: ELAGSE4RI3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Which of these BEST describes why Central Park was designed to have few straight roads?

- A. Curved roads were better for horses.
- B. More natural features were left in place.
- C. The builders used roads that already existed.
- D. The roads were built to go around the gardens.

Correct Answer: B

Explanation of Correct Answer: The correct answer is choice (B) More natural features were left in place. The park was built to show as much natural scenery as possible, so roads curved around existing rocks and other features. Choice (A) is incorrect because the author does not tell you curved roads are better for horses. Choice (C) is incorrect because the author never says this. Choice (D) is incorrect because the author never mentions gardens in Central Park.

ELA Example Item # 3: Constructed Response

DOK Level 3: This is a DOK level 3 item because students are asked to draw a conclusion based on the article and support their responses with evidence from the text.

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

Genre: Informational

Standard: ELAGSE4RI1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Think of a park in your town or a park you have visited. Do you think it is designed more like Central Park or like a European park?

Use details from the article to support your answer. Write your answer on the lines provided.

Scoring Rubric

Points	Description
2	<p>The exemplar shows a full-credit response. It achieves the following:</p> <ul style="list-style-type: none">• Gives sufficient evidence of the ability to draw a conclusion based on the text and to explain the support for a conclusion drawn about the text• Includes specific examples/details that make clear reference to the text• Adequately explains the conclusion drawn with clearly relevant information based on the text
1	<p>The exemplar shows a 1-point response. It achieves the following:</p> <ul style="list-style-type: none">• Gives limited evidence of the ability to draw a conclusion based on the text or to explain the support for a conclusion drawn about the text• Includes vague/limited examples/details that make reference to the text• Explains the conclusion drawn with clearly relevant information based on the text
0	<p>The exemplar shows a response that would earn no credit. It achieves the following:</p> <ul style="list-style-type: none">• Gives no evidence of the ability to draw a conclusion based on the text or to explain the support for a conclusion drawn about the text

Exemplar Response

Points Awarded	Sample Response
2	Roswell Park is a park in my town that is more like Central Park. It has a curved pathway and a lot of trees and views of nature. There is only one building, and it is not large.
1	The park in my town is more like Central Park. It has a curved road.
0	The park in my town is more like Central Park.

ELA Example Item # 4: Extended Response

DOK Level 4: This is a DOK Level 4 item because it requires students to read two passages, synthesize information, and respond to an extended writing prompt.

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

Genre: Informational

Standard: ELAGSE4W2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

In this section, you will read two passages about two famous pilots. How were Charles Lindbergh and Amelia Earhart alike? You will write an informational essay explaining the ways in which Charles Lindbergh and Amelia Earhart were similar and the ways in which they were different.

Before you begin planning and writing, read these two passages:

1. Charles Lindbergh
2. Amelia Earhart

As you read the passages, think about what details from the passages you might use in your informational essay.

Charles Lindbergh

In 1927, Charles Lindbergh became the first person to fly nonstop across the Atlantic Ocean. This was a famous event in an event-filled life.

Lindbergh was born in 1902. At that time, flying was in its early days. Young Lindbergh found flight fascinating. He left college to go to flight school. After two years, he went into the U.S. Army. He became a pilot for the U.S. Army Air Corps.

After the army, Lindbergh flew for the U.S. Postal Service. He flew a mail plane from St. Louis to Chicago. During this time, he earned his nickname, "Lucky Lindy." He had to jump out of his plane four times. He got lucky and lived every time!

In 1919, a man named Raymond Orteig started a contest. He offered \$25,000 to the first person who could fly across the Atlantic Ocean. Lindbergh spent the next eight years getting the right plane. He named the plane the *Spirit of St. Louis*. Then, in May 1927, he made his famous flight across the Atlantic.

Lindbergh received many awards in his life. One was a Pulitzer Prize for a book he wrote about his life. Lindbergh died at the age of 72.

Amelia Earhart

Amelia Earhart was born in 1898 in Kansas. She was a good student. However, she left college at the age of 19. Soon afterward, Earhart went to an air show in Long Beach, California. It was there that she took her first airplane ride. It changed her life forever. She started taking flying lessons. Earhart spent the next couple of years learning all about flying. She even bought her own plane.

Unfortunately, Earhart ran out of money and had to sell her plane. She went back to school for a while. Then she worked as a teacher and a social worker. In 1927, Charles Lindbergh made his famous flight across the Atlantic Ocean. People began asking, "Who will be the first woman?" In 1928, Earhart was a passenger on a flight across the Atlantic. She was the first woman to fly across the Atlantic. She later wrote a book about the experience. But being a passenger wasn't enough for Amelia.

In 1935, Earhart became the first person to fly from Hawaii to the U.S. mainland. The U.S. government gave her a medal for this. In 1937, she decided to try to fly around the world. She made it to an island in the Pacific Ocean. But then her plane disappeared. She was never found. Earhart will always be remembered, though. She showed the world what women pilots can do.

Think about the ideas in the two passages. Then write an informational essay explaining the ways in which Charles Lindbergh and Amelia Earhart were similar and how they were different.

Be sure to use information from BOTH passages as you write your essay that informs or explains. **Write your answer on the lines provided.**

Before you write, be sure to:

- Think about ideas, facts, definitions, details, and other information and examples you want to use.
- Think about how you will introduce your topic and what the main topic will be for each paragraph.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages.
- Be sure to identify the passages by title or number when using details or facts directly from the passages.

Now write your informational essay. Be sure to:

- Introduce the topic clearly, provide a focus, and organize information in a way that makes sense.
- Use information from the two passages so that your essay includes important details.
- Develop the topic with facts, definitions, details, quotations, or other information and examples related to the topic.
- Use appropriate and varied transitions to connect ideas.
- Clarify the relationships among ideas and concepts.
- Use clear language and vocabulary.
- Provide a conclusion that follows from the information presented.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

ENGLISH LANGUAGE ARTS

SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 1 for Informational/Explanatory Genre

Writing Trait	Score	Description
Idea Development, Organization, and Coherence <i>This trait examines the writer's ability to effectively establish a controlling idea and to support the idea with evidence from the text(s) read and to elaborate on the idea with examples, illustrations, facts, and other details in order. The writer must integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence (from text that they have read) in order to create cohesion for an informative/explanatory essay.</i>	4	<i>The student's response is a well-developed informative/explanatory text that examines a topic in depth and conveys ideas and information clearly based on text as a stimulus.</i> <ul style="list-style-type: none"> Effectively introduces a topic Groups related ideas together to give some organization to the writing Effectively develops the topic with multiple facts, definitions, and details Effectively uses linking words and phrases to connect ideas within categories of information Provides a strong concluding statement or section
	3	<i>The student's response is a complete informative/explanatory text that examines a topic and presents information based on a text as a stimulus.</i> <ul style="list-style-type: none"> Introduces a topic Develops the topic with some facts, definitions, and details Groups some related ideas together to give partial organization to the writing Uses some linking words to connect ideas within categories of information, but relationships may not always be clear Provides a concluding statement or section
	2	<i>The student's response is an incomplete or oversimplified informative/explanatory text that cursorily examines a topic based on a text as a stimulus.</i> <ul style="list-style-type: none"> Attempts to introduce a topic Attempts to develop a topic with too few details, but not all of these are supported or relevant to the topic Ineffectively groups some related ideas together Uses few linking words to connect ideas, but not all ideas are well connected to the topic Provides a weak concluding statement or section
	1	<i>The student's response is a weak attempt to write an informative/explanatory text that examines a topic based on a text as a stimulus.</i> <ul style="list-style-type: none"> May not introduce a topic or topic is unclear May not develop a topic May be too brief to group any related ideas together May not use any linking words to connect ideas Provides a minimal or no concluding statement or section
	0	<i>The student's response is flawed for various reasons:</i> <ul style="list-style-type: none"> Blank Copied Too Limited to Score/Illegible/Incomprehensible Non-English/Foreign Language Off Topic/Off Task/Offensive

ENGLISH LANGUAGE ARTS

SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 2 for Informational/Explanatory Genre

Writing Trait	Score	Description
Language Usage and Conventions <i>This trait examines the writer's ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.</i>	3	<i>The student's response demonstrates full command of language usage and conventions.</i> <ul style="list-style-type: none"> Has clear and complete sentence structure, with appropriate range and variety Shows knowledge of language and its conventions when writing Any errors in usage and conventions do not interfere with meaning
	2	<i>The student's response demonstrates partial command of language usage and conventions.</i> <ul style="list-style-type: none"> Has complete sentences, with some variety Shows some knowledge of language and its conventions when writing Has minor errors in usage and conventions with no significant effect on meaning
	1	<i>The student's response demonstrates weak command of language usage and conventions.</i> <ul style="list-style-type: none"> Has fragments, run-ons, and/or other sentence structure errors Shows little knowledge of language and its conventions when writing Has frequent errors in usage and conventions that interfere with meaning
	0	<i>The student's response is flawed for various reasons:</i> <ul style="list-style-type: none"> Blank Copied Too Limited to Score/Illegible/Incomprehensible Non-English/Foreign Language Off Topic/Off Task/Offensive

Example of a Seven-Point Response:

Charles Lindbergh and Amelia Earhart had many similarities. They were both pilots at around the same time. Both left college and studied flying. They were both first at many flying goals, like flying across the Atlantic Ocean. They both wrote books about what they did.

The two pilots were different in some ways, however. One clear difference is that Lindbergh was a man, and Earhart was a woman. Also, Lindbergh didn't have the problems with money that Earhart had. I think the biggest difference between them, though, was that Lucky Lindy had good luck. He survived four plane crashes and lived to be 72 years old. But Earhart didn't have such good luck. She died young from a mysterious flying accident.

In the end, we will remember both Lindbergh and Earhart for being great pilots.

Grade 4 Mathematics: Domain Structures and Content Weights

Domain	Standard		Approximate Weight
Operations and Algebraic Thinking	MGSE4.OA.1 MGSE4.OA.2 MGSE4.OA.3	MGSE4.OA.4 MGSE4.OA.5	20%
Numbers and Operations in Base 10	MGSE4.NBT.1 MGSE4.NBT.2 MGSE4.NBT.3	MGSE4.NBT.4 MGSE4.NBT.5 MGSE4.NBT.6	20%
Numbers and Operations—Fractions	MGSE4.NF.1 MGSE4.NF.2 MGSE4.NF.3 MGSE4.NF.4	MGSE4.NF.5 MGSE4.NF.6 MGSE4.NF.7	30%
Measurement and Data	MGSE4.MD.1 MGSE4.MD.2 MGSE4.MD.3 MGSE4.MD.4	MGSE4.MD.5 MGSE4.MD.6 MGSE4.MD.7 MGSE4.MD.8	20%
Geometry	MGSE4.G.1 MGSE4.G.2 MGSE4.G.3		10%

DESCRIPTION OF TEST FORMAT AND ORGANIZATION

The Grade 4 Mathematics EOG assessment consists of a total of 73 items.

You will answer a variety of item types on the test. Some of the items are selected-response (multiple-choice), which means you choose the correct answer from four choices. Some items will ask you to write your response.

The test will be given in two sections.

- You may have up to 85 minutes per section to complete Sections 1 and 2.
- The test will take about 120 to 170 minutes.

CONTENT

The Grade 4 Mathematics EOG assessment will measure the Grade 4 standards that are described at www.georgiastandards.org.

The content of the assessment covers standards that are reported under these domains:

- Operations and Algebraic Thinking
- Number and Operations in Base 10
- Number and Operations—Fractions
- Measurement and Data
- Geometry

Math Example Item # 1: Selected Response

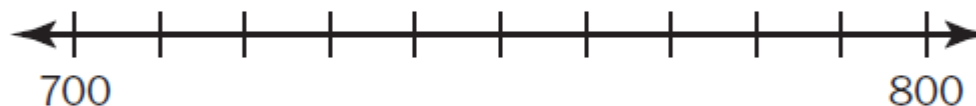
Selected-Response: 1 point

DOK Level 1:

Mathematics Grade 4 Content Domain: Numbers and Operations in Base 10

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. Tina uses the number line to help her round 738.

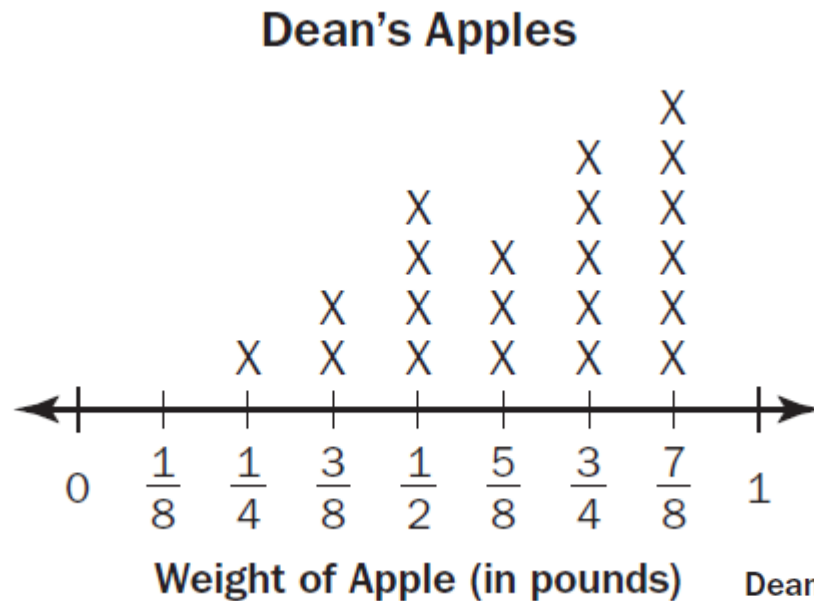


What is 738 rounded to the nearest hundred?

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

Correct Answer: A

Math Example Item # 2: Selected Response



Dean sold all of the apples that weighed less than $\frac{1}{2}$ pound. What is the total weight of the apples Dean sold at his fruit stand?

- A. $\frac{5}{8}$
- B. $\frac{7}{8}$
- C. 1
- D. 3

Correct Answer: C

Example Item # 2: Constructed Response

Constructed-Response: 2 points

The workers at a factory need to make 3,000 kites. They make 246 kites an hour and work for 8 hours a day.

Use rounding to estimate the number of kites the workers still need to make after the first day.

Explain each step you used to find your answer and write your answer on the line.

_____ kites

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Exemplary Constructed Response

Item 12

Scoring Rubric

Points	Description
2	<p>The response achieves the following:</p> <ul style="list-style-type: none">• The response demonstrates a complete understanding of using rounding strategies to estimate.• Give 2 points for a reasonable estimation strategy, explanation, and answer. The response is correct and complete.• The response shows application of a reasonable and relevant strategy.
1	<p>The response achieves the following:</p> <ul style="list-style-type: none">• The response demonstrates a good understanding of using rounding strategies to estimate.• Give 1 point if the student response indicates (a) a valid rounding/estimation strategy, but there are computation errors in applying this strategy or (b) a reasonable estimate, but a lack of complete evidence of the strategy used to make the estimate.
0	<p>The response achieves the following:</p> <ul style="list-style-type: none">• The response demonstrates no understanding of using rounding strategies to estimate. The student is unable to round numbers to estimate a solution.• The response shows no application of a strategy or application of an irrelevant strategy.

Example Item # 3: Extended Response

DOK Level 3: This is a DOK level 3 item because it assesses finding all factor pairs of a whole number, identifying the factors as prime or composite, and explaining the difference between prime and composite numbers.

Mathematics Grade 4 Content Domain: Number and Operations in Base 10

Standard: MGSE4.OA.4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.

Part A: Find all of the factor pairs of 32.

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Part B: Identify each factor as *prime*, *composite*, or *neither*.

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Points Awarded	Sample Response
4	Part A: The factor pairs of 32 are: 1 and 32; 2 and 16; 4 and 8 Part B: prime: 2 composite: 4, 8, 16, 32 neither: 1 Part C: A prime number is a number with exactly two factors—itsself and one. Two is a prime number because its only factors are 2 and 1. A composite number has more than two factors. For example, 8 is a composite number because its factors are 1, 2, 4, and 8. One is neither a prime nor a composite number.
3	The student correctly answers two of the three parts.
2	The student correctly answers one of the three parts.
1	The student has one part partially correct.
0	<i>Response is irrelevant, inappropriate, or not provided.</i>

Example #4 Extended Constructed Response Part A

Item 13

Extended Constructed-Response: 4 points

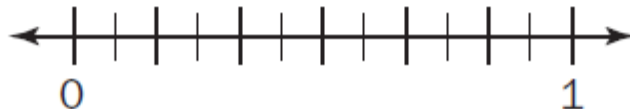
Miguel and Lenny paint a large picture on the wall of their clubhouse. They divide the picture into 12 equal sections.

Part A: On Monday, they paint $\frac{7}{12}$ of the picture. Miguel paints a greater fraction of the picture than Lenny does.

What could be the number of sections Miguel paints?

What could be the number of sections Lenny paints?

Explain how you can prove that both of these could be the number of sections that Miguel and Lenny each paint on Monday. You may use the number line. Write your answer on the lines in the space provided.



Example #4 Extended Constructed Response Part B

Part B: On Tuesday, they paint $\frac{3}{12}$ of the picture. On Wednesday, they paint $\frac{2}{12}$ of the picture.

How many MORE sections of the picture do they paint on Monday than they paint on Tuesday and Wednesday?

Explain each step you used to find your answer. Write your answer on the lines in the space provided.

_____ of the picture

Exemplary Extended Constructed Response

Exemplar Response

Points Awarded	Sample Response
4	<p>One of the following combinations:</p> <p>Miguel: 4 Lenny: 3 Miguel: 5 Lenny: 2 Miguel: 6 Lenny: 1</p> <p>(OR other valid response in which Miguel's fraction is greater than Lenny's.)</p> <p>AND</p> <p>If I start on four out of the twelve sections and count ahead 3 more twelfths on the number line, I end up on seven out of the twelve sections. If I start on five out of the twelve sections and count ahead 2 more twelfths on the number line, I also end up on seven out of the twelve sections.</p> <p>AND</p> <p>3 plus 2 equals 5 7 minus 2 equals 5</p> <p>AND</p> <p>2 sections more</p>

During Testing



- Make sure your child is on time. Students who are tardy cannot enter a testing session once it has begun.
- Make sure your child gets a good nights rest.
- Breakfast is important!
- Please make every effort to schedule appointments outside of the testing window.
- There are no volunteers or lunch visitors permitted during the testing window.

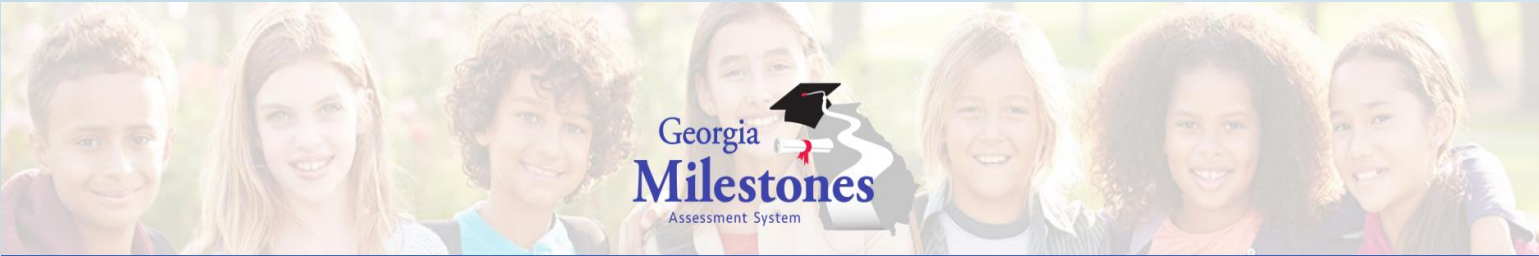
Cell Phones/Tablets

- **Cell phones, smartphones, smartwatches, tablets, or other electronic devices are NOT allowed in the testing room. The use, or intended use, of an electronic device to look up correct answers, take pictures of test materials, or share information with others will result in an invalidation of your test score**



Experience Online Testing


- <http://www.gaexperienceonline.com/>
- Practice with technology tools
- Must use Chrome Browser




Georgia Milestones
Assessment System

Welcome to Experience Online Testing Georgia!


This practice site lets students see what testing online is like. Parents and educators are welcome to try it too. The items on the demonstration tests are general and are organized into three grade bands: Grades 3 – 5, Grades 6 – 8, and High School in the content areas of English Language Arts, Mathematics, Science, and Social Studies. The items do not necessarily represent the specific grade-level content that students learn daily in their classrooms. Included in this site are examples of new types of test items that are being field tested this spring. Items that are field tested do not impact the scores of students. The primary purpose is to let students experience, firsthand, the functionality of the online testing platform. The sample tests are not graded, so have fun!



Documentation



Tutorial



Test Practice

The Test Practice is available daily from 7 AM to 10 PM Eastern time. Note that Google Chrome is the only supported browser for this public version of the DRC INSIGHT test engine. If you are using a browser other than Google Chrome, copy the link below into Google Chrome.

<https://wbte.drcdirect.com/GA/portals/ga>

DATA RECOGNITION
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Questions?

Thank you!

