



5th Grade GMAS Parent Workshop

How we have prepared students for GMAS

- Practice with sample assessments
- Lessons that are standard-based and integrate reading and writing
- Exposure to a variety of text (literary, informational, and digital)
- Modeling strategies (vocabulary, text analysis, etc.)
- Provided opportunities to read and type responses on computers

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.

5th Grade ELA Content of Assessment

The Grade 5 English Language Arts (ELA) assessment will measure the Grade 5 standards that are described at www.georgiastandards.org.

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

- Reading and Vocabulary
- Writing and Language

There are two kinds of texts—fiction (including stories and poems) and informational text.

There are two kinds of essays—an opinion essay and an informational or explanatory essay.

Students will also write extended constructed responses that use narrative techniques such as completing a story, writing a new beginning, or adding dialogue. (Item 4 on page 27 gives an example of a prompt that requires a narrative response.)

ELA Example # 1: Selected Response

DOK Level 1

DOK Level 1: This is a DOK level 1 item because it requires the student to recall how to indicate the title of a book.

English Language Arts (ELA) Grade 5 Content Domain II: Writing and Language

Standard: ELAGSE5L2d. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Use underlining, quotation marks, or italics to indicate titles of works.

Which sentence shows the correct way to write the title of a book?

- A. During the summer I read a great novel, Because of Winn-Dixie.
- B. During the summer I read a great novel, BECAUSE OF WINN-DIXIE.
- C. During the summer I read a great novel, Because of Winn-Dixie.
- D. During the summer I read a great novel, "Because of Winn-Dixie."

Correct Answer: C

Explanation of Correct Answer: The correct answer is choice (C) During the summer I read a great novel, Because of Winn-Dixie. Underlining or italics are appropriate for book titles. Choice (A) does not show the reader that Because of Winn-Dixie is a title. Choice (B) uses all caps, which is not correct for a book title. Choice (D) uses a format that would be appropriate for a short story but not for a novel.

ELA Example # 2: Selected Response

DOK Level 2

DOK Level 2: This is a DOK level 2 item because the correct response is based directly on details and evidence from the text.

English Language Arts (ELA) Grade 5 Content Domain I: Reading and Vocabulary

Genre: Informational/Explanatory

Standard: ELAGSE5RI1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Which sentence from the article BEST supports the idea that the league now has a stronger focus on safety?

- A. The game moves fast, so it can be dangerous without the right gear for protection.
- B. When the National Hockey League began in 1917, players wore minimal gear.
- C. The rule applies to new players and is a response to eye injuries over the years.
- D. Another rule allows a player to continue skating if his helmet falls off.

Correct Answer: C

Explanation of Correct Answer: The correct answer is choice (C) The rule applies to new players and is a response to eye injuries over the years. The goal of the rule the sentence refers to is to protect players from injury. Choice (A) is incorrect. This is a reason for the new rule. Choice (B) is incorrect. This sentence tells only how much gear players wore at the time professional hockey began. Choice (D) is incorrect. This is an exception to the safety rule.

ELA Example # 3: Constructed Response

DOK Level 3

DOK Level 3: This is a DOK level 3 item because it requires the students to think about what they read and to write a response that is supported with evidence from the text.

English Language Arts (ELA) Grade 5 Content Domain I: Reading and Vocabulary

Genre: Informational/Explanatory

Standard: ELAGSE5RI2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Summarize the main ideas in the article.

Be sure to include key ideas 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 summarize a text and analyze its details • Includes specific examples/details that make clear reference to the text • Adequately explains key details and provides an explanation of their development 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 summarize a text and analyze its details • Includes vague/limited examples/details that make reference to the text • Explains the key details or gives an explanation of their development with vague/limited 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 summarize a text and analyze its details

Exemplar Response

Points Awarded	Sample Response
2	<p>The National Hockey League has improved player safety and continues to improve safety where possible. When the league began, players were not required to wear helmets. That changed in 1979 when new players were required to wear helmets. Now, new players must wear helmets that have protective visors. Eye injuries caused a need for this rule change. People in the league continue to discuss how much protection to use.</p>
1	<p>The National Hockey League added a rule making players wear helmets with shields to protect their eyes. A shield is a clear covering to protect their eyes and make it safe to play hockey.</p>
0	<p>Players didn't have to wear helmets to play hockey until recently.</p>

ELA Example # 4: Extended Response

DOK Level 4

DOK Level 4: This is a DOK level 4 item because the student must plan and write an essay and evaluate information from two passages in order to form an opinion.

English Language Arts (ELA) Grade 5 Content Domain II: Writing and Language

Genre: Informational/Opinion

Standard: ELAGSE5W1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

In this section, you will read about the debate over wind energy. What are the benefits and dangers of using this technology? In your own words, write an opinion essay supporting either side of the debate. Argue for or against the further development of wind energy.

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

- 1. The Wind Energy Trap**
- 2. Winning with Wind**

Examples of a Seven-Point Response:

Wind energy is good in many ways. It is cheap and can be found everywhere. It also does not hurt animals and nature. People should support using wind energy.

Wind is a free resource. In "Winning with Wind," the author states, "No matter how much wind power is used, some amount of its energy will be available tomorrow." It will never completely run out. Oil, natural gas, and coal will all run out, but wind will always be here.

The low price of wind energy is also helpful. After start-up costs, it is very cheap to catch. "Wind power requires no fuel and limited costs for management," according to the second article. It also saves money because the more wind energy the United States uses, the less energy it has to buy from other countries.

The first author does make a good point that "It is easy to support wind farms when you don't have to live next to one." It is easy for people in cities to push for wind farms, because they don't have to live by them. For those people who live with the noise, wind energy isn't so good. Wind farms should be moved farther away from people's homes. It will cost more to build transmission lines, but it is worth the cost.

Wind energy should be a benefit for everyone. By making this change and paying the extra money, everyone can be safe from the few downsides.

Things that seem too good to be true often are. Wind energy sounds like a good solution to bring cheap energy to American homes, but there is more to the issue.

First, people can suffer with health issues because of farms. Although those in favor of wind farms say that wind farms don't cause pollution, they cannot deny that the farms do fill the air with noise. The constant loud noise is more than annoying. It is harmful. Animals are also at risk. Birds, for instance, fly into wind turbines and die. In "Winning with Wind," the author claims that ". . .wind energy is far less threatening to these animals than other buildings and towers." That does not mean that it is okay to put animals at risk. People and animals should not have to deal with these problems.

People cannot rely on wind energy. One day it could be very windy and then calm the next. For it to be reliable, it would have to be windy every day. Solar energy is more reliable; it is available more often than wind and can be stored very easily for later use.

Another problem with wind energy is that people don't agree about where to build wind farms. People don't want them on their land. The noise and the sight of them bother people. Moving wind farms to the middle of nowhere would work if it weren't so costly. We would have to build transmission lines, and that would cost too much.

Wind energy may be a better solution than coal and oil, but it is far from perfect. Before Americans can rely on wind, more research needs to be done. Experts need to find ways to make it safer.

<p><i>This trait examines the writer's ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.</i></p>	4	<p><i>The student's response is a well-developed narrative that fully develops a real or imagined experience based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Effectively establishes a situation and introduces a narrator and/or characters • Organizes an event sequence that unfolds naturally • Effectively uses narrative techniques, such as dialogue, description, and pacing, to develop rich, interesting experiences and events or show the responses of characters to situations • Uses a variety of words and phrases consistently to signal the sequence of events • Uses concrete words, phrases, and sensory language consistently to convey experiences or events precisely • Provides a conclusion that follows from the narrated experiences or events • Integrates ideas and details from source material effectively • Has very few or no errors in usage and/or conventions that interfere with meaning^a
	3	<p><i>The student's response is a complete narrative that develops a real or imagined experience based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Establishes a situation and introduces one or more characters • Organizes events in a clear, logical order • Uses narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations • Uses words and/or phrases to indicate sequence • Uses words, phrases, and details to convey experiences and events • Provides an appropriate conclusion • Integrates some ideas and/or details from source material • Has a few minor errors in usage and/or conventions that interfere with meaning^a
	2	<p><i>The student's response is an incomplete or oversimplified narrative based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Introduces a vague situation and at least one character • Organizes events in a sequence but with some gaps or ambiguity • Attempts to use a narrative technique, such as dialogue or description, to develop experiences and events or show the responses of characters to situations • Uses occasional signal words to indicate sequence • Uses some words or phrases inconsistently to convey experiences and events • Provides a weak or ambiguous conclusion • Attempts to integrate ideas or details from source material • Has frequent errors in usage and conventions that sometimes interfere with meaning^a

Writing Trait	Points	Criteria
<p><i>This trait examines the writer's ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.</i></p>	1	<p><i>The student's response provides evidence of an attempt to write a narrative based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Response is a summary of the story • Provides a weak or minimal introduction of a situation or a character • May be too brief to demonstrate a complete sequence of events • Shows little or no attempt to use dialogue or description to develop experiences and events or show the responses of characters to situations • Uses words that are inappropriate, overly simple, or unclear • Provides few, if any, words that convey experiences or events • Provides a minimal or no conclusion • May use few, if any, ideas or details from source material • Has frequent major errors in usage and conventions that interfere with meaning^a
	0	<p><i>The student's response is flawed for various reasons and will receive a condition code:</i></p> <ul style="list-style-type: none"> • Code A: Blank • Code B: Copied • Code C: Too Limited to Score/Illegible/Incomprehensible • Code D: Non-English/Foreign Language

Grade 5 Mathematics: Content and Item Types

CONTENT

The Grade 5 Mathematics EOG assessment will measure the Grade 5 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

ITEM TYPES

The Mathematics portion of the Grade 5 EOG assessment consists of selected-response (multiple-choice) items, constructed-response items, and extended constructed-response items.

Math Example Item # 1: Selected Response

DOK Level 1: This is a DOK level 1 item because it asks students to use what they know about place value and determining how much greater the same digit is in the tens place versus the ones place.

Mathematics Grade 5 Content Domain: Number and Operations in Base 10

Standard: MGSE5.NBT.1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $\frac{1}{10}$ of what it represents in the place to its left.

Look at these two numbers:

563 436

How much greater is the digit 6 in 563 than the digit 6 in 436?

- A. 6 times greater
- B. 10 times greater
- C. 60 times greater
- D. 100 times greater

Correct Answer: B

Explanation of Correct Answer: The correct answer choice is (B) 10 times greater. The digit 6 is in the tens place in 563 and in the ones place for 436. The value of the same digit in the tens place is always ten times greater than the value of that digit in the ones place. Choice (A) is incorrect because it shows a lack of understanding of place value. Choice (C) is incorrect because it shows the value of the digit in 563, but this does not compare the value of the digit in the two numbers. Choice (D) is incorrect because it shows what the difference would be if the digit 6 were in the hundreds place rather than the tens place.

Math Example # 2: Constructed Response

DOK Level 2: This is a DOK level 2 item because it assesses the ability to evaluate multi-step expressions with and without parentheses and apply the order of operations rules.

Mathematics Grade 5 Content Domain: Operations and Algebraic Thinking.

Standard: MGSE5.OA.1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

Evaluate these two expressions.

a) $(7 + 5) \times 4$

b) $7 + 5 \times 4$

Part A: Which expression has a greater value—a or b?

Correct Answer: a

Part B: Explain why this expression has a greater value.

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Scoring Rubric

Points	Description
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • Response demonstrates a complete understanding of how to evaluate multi-step expressions with and without parentheses. • Give 2 points for a correct response and a valid process. <ul style="list-style-type: none"> • Response is correct and complete. • Response shows application of a reasonable and relevant strategy. • Mathematical ideas are expressed coherently through a clear, complete, logical, and fully developed response using words, calculations, and/or symbols as appropriate.
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • Response demonstrates a partial understanding of how to evaluate multi-step expressions with and without parentheses. • Give 1 point for a correct response but no valid process, or give one point for a calculation mistake made in an otherwise correct process. <ul style="list-style-type: none"> • Response is mostly correct but contains either a computation error or an unclear or incomplete explanation. • Response shows application of a relevant strategy, though it may be only partially applied or remain unexplained. • Mathematical ideas are expressed only partially using words, calculations, and/or symbols as appropriate.
0	<p>The response achieves the following:</p> <ul style="list-style-type: none"> • The response demonstrates no understanding of how to evaluate multi-step expressions with and without parentheses. • Response shows no application of a strategy. • Mathematical ideas cannot be interpreted or lack sufficient evidence to support even a limited understanding.

Exemplar Response

Points Awarded	Sample Response
2	<p>a; This expression has a value of 48, which is greater than the value of b, which is 27. Expression a has parentheses around 7 plus 5, so you have to add these numbers first to find a sum of 12. Next you multiply the sum of 12 by 4. The total value is 48. For the second expression, there are no parentheses. The order of operations states that you perform operations in parentheses first. If there are no parentheses in an expression, multiplication comes before addition. For expression b you must multiply 5 times 4, which is 20. Next you add 7 to 20, which is 27.</p>
1	a
0	<i>Response is irrelevant, inappropriate, or not provided.</i>

Math Example Item # 3: 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: Use equivalent fractions as a strategy to add and subtract 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. For example, recognize an incorrect result $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$, by observing that $\frac{3}{7} < \frac{1}{2}$.

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?

Correct Answer: Adding $\frac{1}{3}$ and $\frac{3}{4}$ is the same as adding $\frac{4}{12}$ and $\frac{9}{12}$ because $\frac{1}{3} = \frac{4}{12}$ and $\frac{3}{4} = \frac{9}{12}$. $\frac{4}{12} + \frac{9}{12} = \frac{13}{12}$ and $\frac{13}{12} = 1 \frac{1}{12}$ which is $\frac{1}{12}$ more than 1 cup.

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?

Correct Answer: Both $\frac{1}{3}$ and $\frac{3}{4}$ are each less than 1, so their sum must be less than 2.

Part C: How much less than 2 is the sum of $\frac{1}{3}$ and $\frac{3}{4}$?

Correct Answer: $2 = \frac{24}{12}$ and $1 \frac{1}{12} = \frac{13}{12}$, so $\frac{24}{12} - \frac{13}{12} = \frac{11}{12}$.

Exemplar Response

Points Awarded	Sample Response
3	<p>Part A: Adding $\frac{1}{3}$ and $\frac{3}{4}$ is the same as adding $\frac{4}{12}$ and $\frac{9}{12}$ because $\frac{1}{3} = \frac{4}{12}$ and $\frac{3}{4} = \frac{9}{12}$. $\frac{4}{12} + \frac{9}{12} = \frac{13}{12}$ and $\frac{13}{12} = 1\frac{1}{12}$ which is $\frac{1}{12}$ more than 1 cup.</p> <p>Part B: Both $\frac{1}{3}$ and $\frac{3}{4}$ are each less than 1, so their sum must be less than 2.</p> <p>Part C: $2 = \frac{24}{12}$ and $1\frac{1}{12} = \frac{13}{12}$, so $\frac{24}{12} - \frac{13}{12} = \frac{11}{12}$.</p>
2	The student correctly answers two of three parts.
1	The student correctly answers one of three parts.
0	<i>Response is irrelevant, inappropriate, or not provided.</i>

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.

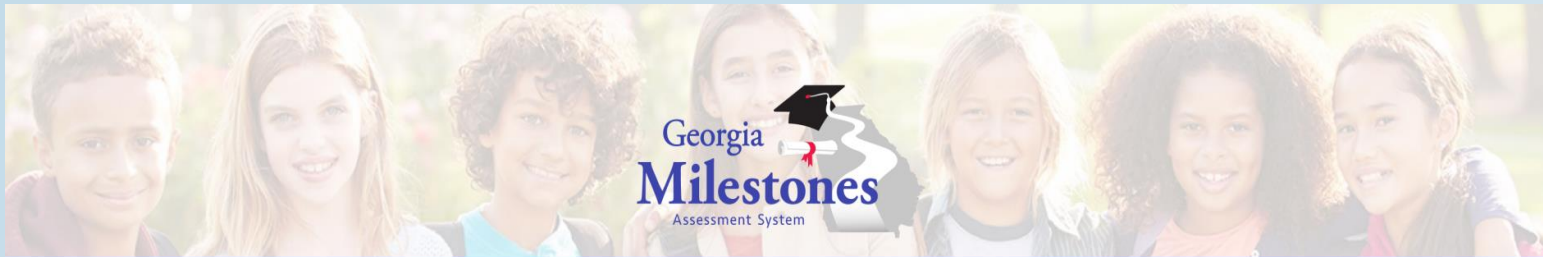
Cell Phones/Tablets

- **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
DRC
CORPORATION

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Parent Resources

Study Guide: Study Guides are intended to serve as a resource for parents and students. They contain practice questions and learning activities for each content area.

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/EOG-Study-Resource-Guides.aspx>

Assessment Guide: Assessment Guides contain information about the with the structure and content assessed on the End of Grade assessment.

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-End-of-Grade-Assessment-Guides.aspx>

Parent Resources

Scoring Samplers: provide examples of the type of constructed-response items that appear on the End of Grade (EOG)

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Item-Samplers.aspx>



Keyboarding Skills

Resources to help teach students keyboarding skills:

- Dance Mat Typing:
<http://www.bbc.co.uk/guides/z3c6tfr>
- Typing Instructor:
<http://www.typinginstructor.biz/arcade/wildwest/wildwest.swf>
- Typing Web: www.typingweb.com

Questions?

Thank you!

