9th Grade
EOC Test Prep
Materials

For the complete Georgia Milestones Assessment Guide for this grade level, go to the GA DOE Website at gadoe.org and search for the EOC Assessment Guides – choose your grade level. Here’s the link:
http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-End-of-Course-Assessment-Guides.aspx
Read the following passage and answer items 1 through 8.

**Dragon Mythology: East versus West**

1. Among the many beasts of mythology, no creature can match the dragon. Descriptions of dragons vary widely, but the creature is usually portrayed as a serpentine, or snakelike, reptile. In most cases, the traditional beliefs and symbols associated with this mythical creature can be divided into two opposing concepts: the benevolent Eastern or Asian dragon versus the malevolent Western or European dragon.

2. The dragon is an ancient symbol. The Sumerians, whose early civilization arose 7,000 years ago in West Asia, developed the first system of writing. Strikingly, one of the things they chose to write about was a dragon. Dragons also appear in China’s earliest myths, and the powerful creatures are revered throughout Asia to this day. Even the Old Testament mentions dragon-like creatures.

3. References to dragons also appear early in Western civilization. The ancient Greeks knew about dragons: in Homer’s epic, the *Iliad*, the hero Agamemnon carries a shield emblazoned with a dragon. The first great work of English literature, *Beowulf*, which dates from the 700s, tells how the hero Beowulf kills a fire-breathing dragon. The Vikings of Scandinavia launched their raids against the rest of Europe in longboats with dragon mastheads. Indeed, it is hard to find any culture that does not include dragons in its earliest myths and legends.

4. The prevalence of dragon legends in ancient times leads to an obvious question: Could dragons have actually existed and then become extinct? For centuries, people assumed that was the case, and scientists published detailed reports on dragon anatomy and behavior. Early investigators mistook the bones of dinosaurs and other reptiles for dragon bones. Today, we know that no dragon fossils have ever been found.

5. If there were no real-life dragons, how did a belief in dragons arise? Perhaps a monitor lizard, crocodile, or some other large reptile was the basis of the first dragon tale. More likely, the image of the dragon grew in the human imagination, springing from our natural fear of snakes, reptiles, and predators with claws and wings. Dragons became the stuff of legends and, after countless retellings, took on a life of their own. These possibilities, however, do not explain the different attitudes toward dragons in the East and the West.

6. The Chinese dragon represents promise and good fortune. It brings rain, for example, which supports prosperity in an agricultural society. The dragon was also the symbol of the emperor, whose wisdom and divine power protected his subjects. The Chinese dragon’s supernatural powers are limitless; it can become as small as a silkworm or as large as the universe. It can fly among the clouds, become invisible, or turn into water or fire. A traditional way to offer best wishes to a young child in China was to say, “May you become a dragon!”

7. In the West, by contrast, no one wanted their children to become dragons. In tales from medieval Europe, ferocious dragons terrorized communities. They kidnapped princesses, torched villages with their fiery breath, and greedily hoarded piles of wealth in their caves. Only the greatest heroes dared to enter one of those lairs to fight the beast. Latin mapmakers used the phrase “Here be
dragons!” to denote an unexplored—and presumably dangerous—region on a map. Rather than bringing protection and good luck, the Western dragon threatened death and danger.

8 Westerners also use the dragon as a symbol of might. Roman legions carried battle flags with dragons on them to terrify their enemies. Later, the dragon motif appeared on the flags of some countries and on the coats of arms of powerful families. In the 18th and 19th centuries, a word for specially skilled soldiers was *dragoons*, a derivation of dragon. In all these instances, the dragon suggested prowess in warfare, not benevolence and good fortune.

9 Today, at least in literature, the West may be reevaluating its traditional attitudes toward dragons. Gone is the stark contrast of good versus evil found in medieval tales such as “St. George and the Dragon.” Western dragons now often have individual personalities, as well. In his famous fantasy, *The Hobbit*, J.R.R. Tolkien paints a slightly sympathetic portrait of the dragon Smaug. The same might be said for the baby dragon in J.K. Rowling’s *Harry Potter and the Philosopher’s Stone*. Another popular series of books, Anne McCaffrey’s *The Dragonriders of Pern*, presents a unique society based on cooperation between dragons and humans.

**Item 1**

The information in this passage is **MAINLY** organized

A by cause and effect  
B in chronological order  
C in order of importance  
D by comparison and contrast

**Item 2**

Read this sentence from paragraph 2.

Strikingly, one of the things they chose to write about was a dragon.

The author uses the word *strikingly* in the sentence MOST likely to suggest that it is

A unusual for people in that part of the world to write about dragons  
B surprising that dragons were the subject of some of the first writings  
C amazing that people developed a system of writing 7,000 years ago  
D puzzling that people would find mythical creatures so interesting
Item 3

Which idea is BEST demonstrated by the modern-day realization that dinosaur and other reptile bones were mistaken for dragon bones?

A  Scientists are obligated to question previous theories.
B  Lack of knowledge can lead to incorrect assumptions.
C  Great care should be taken when conducting research.
D  New research techniques are superior to traditional methods.

Item 4

Use this dictionary entry to answer the question.

\textbf{stark adj} 1. clear, without exception 2. barren, desolate 3. simple, without decoration 4. stiff, rigid

Which definition from the dictionary entry is the correct meaning for \textit{stark} as it is used in paragraph 9?

A  definition 1
B  definition 2
C  definition 3
D  definition 4

Item 5

Which theme is BEST supported by the contradictions between the Eastern and Western concept of the dragon?

A  Differences among cultural traditions should be respected.
B  People from different cultures may share common beliefs.
C  People should question different beliefs about similar things.
D  Similar things can symbolize different ideas for different people.
Item 6

What is the MAIN purpose of the passage?

A to prove that the dragon is a mythical creature in many cultures
B to explain how the concept of the dragon differs across cultures
C to trace the changing concept of the dragon throughout thousands of years
D to convince readers that the dragon should be portrayed in a particular way

Item 7

In the first paragraph, the author claims that there is a long tradition of dragon myths in China and that they are “revered throughout Asia to this day.” How does the author develop this claim? Use details from the text to support your answer.

Write this answer on your answer document.

Item 8

The author describes many ways that dragons have been significant to different cultures throughout history. Using information from the text, write an introduction to a short story that will feature a dragon or dragons. Be sure your introduction establishes the story’s setting, point of view, and primary conflict.

Write this answer on your answer document.

Items 9 and 10

In this section, you will write an informational/explanatory essay in your own words, explaining some ways in which libraries are adapting and changing in the 21st century.

Before you begin planning and writing, you will read two texts. As you read the texts, think about what details from the texts you might use in your informational/explanatory essay. These are the titles of the texts you will read:

1. A New Twist on Libraries
2. Take One, Return One
A New Twist on Libraries

Anyone walking into the new public library on the south side of San Antonio, Texas, can do many of the usual things, including check out titles, grab a few movies, do some online surfing, and scan the new releases. The one thing patrons cannot do in this library is flip through, skim, read, and take home actual books. Why? Patrons cannot touch the books because San Antonio’s BiblioTech is a library that does not contain a single book on a single shelf. BiblioTech is the nation’s first—but unlikely its last—completely book-free, digital public library.

Instead of rows of gray metal shelves with books arranged in order of author’s last name or Dewey Decimal code, patrons of BiblioTech are met with rows of tablets and e-readers. Instead of checking out titles, readers either download titles to their own digital devices or check out the library’s devices with nothing more than a card. Children can even take home e-readers that have been preloaded with more than one hundred titles just for their particular age group’s abilities and interests. For those patrons who would rather sit in the library and read, dozens of desktop computers are accessible.

The choices of what can be read at BiblioTech are growing by leaps and bounds. When the digital library opened in autumn 2013, it had only about 10,000 titles. By March, 10,000 more titles were added. Currently, thousands more titles are being added to the bookless library’s inventory every month. This library of the future is proving to be a big hit with patrons, and its first year has seen 100,000 visitors. Recently, the American Library Association officially named BiblioTech the first bookless public library in the country, but chances are, this bookless library will not be the last. People from all over the nation, as well as from other countries, have toured the Texan branch and started making plans to build their own.

The advantage of a digital public library goes beyond making materials easier to access for its patrons. Bookless libraries require less space and less structural strength since they do not have to support the weight of thousands of hardbacks and paperbacks. This means less money spent on construction and maintenance and more to spend on updating tablets and e-readers.

When Thomas Jefferson once said, “I cannot live without books,” he most likely could not have imagined such a place as BiblioTech. Nonetheless, book-free libraries are most likely a sign of the future, and one that brings knowledge faster, closer, and even more economically. Jefferson probably would have approved.
Take One, Return One

It all began as a simple way to share a love of reading and books. In 2009, the very first Little Free Library was built and posted in the Mississippi River town of Hudson, Wisconsin. Measuring just about two feet square, it had a clear message: reading is wonderful, so share the pleasure by taking any book and leaving behind any no longer needed. The idea caught on, as they say, like wildfire. Just a few years later, there are more than 18,000 of these little birdhouse-like boxes posted in cities large and small, foreign and domestic! Most of the simple libraries are hand-built and brightly painted. Each one invites people to pause, explore, and pick a book to take home without any concerns about late fines or returns. Although the selection is limited—most of these tiny libraries only hold about 20 books or so—that adds to the excitement and charm of stopping by. Who knows what titles might be waiting—and how they might change tomorrow?

Little Free Libraries have been established in people’s front yards, on small city curbs, along simple country roads, and in the middle of bustling metropolises. Many community members believe that these libraries do far more than promote the passion of reading; they also foster interaction between neighbors, attract customers to local businesses, and encourage reluctant readers to reach out and turn a few pages. These libraries are even becoming part of people’s daily walks and bicycle rides. Sometimes, they have even become tourist stops.

The concept of free libraries scattered across the country has not remained inside U.S. borders. While every state in the country has multiple libraries, so do cities found in 70 additional countries, including the Ukraine, Uganda, South Korea, and Italy. These libraries are spreading so quickly and have become such popular stops that online maps attempting to mark each one cannot possibly keep up.

In a digital age where bookstores are closing every moment, and libraries are becoming less analog and more digital, these Little Free Libraries are a nice reminder of the line from a well-known poem, “Oh for a book and a shady nook!”

Item 9

Which author MOST successfully develops the topic according to his/her purpose using valid reasoning and relevant evidence? Use details from BOTH articles to support your answer.

*Write this answer on your answer document.*
Item 10

Now that you have read “A New Twist on Libraries” and “Take One, Return One,” create a plan for and write your informational/explanatory essay.

**WRITING TASK**

There are many ways in which libraries are adapting and changing in the 21st century.

Think about the ideas in the two texts, and then write an informational/explanatory essay in your own words, explaining the ways in which libraries are adapting and changing in the 21st century.

Be sure to use information from BOTH texts in your informational/explanatory essay. 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 source texts.
- Be sure to identify the sources by title or number when using details or facts directly from the sources.
- You may use your scratch paper if needed.

Now write your informational/explanatory essay. Be sure to:

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

Write your essay on your answer document.
On the following pages are the answers for all the content questions. Note that the answer key provides a DOK Level. “Depth of Knowledge” (DOK) is the complexity or depth of understanding required to answer or explain an assessment item. Four distinct depths of knowledge levels have been identified in education.

**Level 1** includes basic recall of facts, concepts, information or procedures.
**Level 2** includes skills and concepts such as the use of information (graphs) or requires two or more steps with decision points along the way.
**Level 3** includes strategic thinking that requires reasoning and is abstract and complex.
**Level 4** includes extended thinking such as an investigation or application to real work.
<table>
<thead>
<tr>
<th>Item</th>
<th>Standard/Element</th>
<th>DOK Level</th>
<th>Correct Answer</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ELACC9-10RI5</td>
<td>2</td>
<td>D</td>
<td>The correct answer is choice (D) by comparison and contrast. The first paragraph sets up the essay as a compare and contrast essay by using the phrase &quot;two opposing concepts.&quot; It then proceeds to compare and contrast those concepts. Choices (A), (B), and (C) are incorrect because the essay’s main structure is based on comparison and contrast, although it may use cause and effect, chronological order, and order of importance on a smaller scale throughout.</td>
</tr>
<tr>
<td>2</td>
<td>ELACC9-10RI1</td>
<td>2</td>
<td>B</td>
<td>The correct answer is choice (B) surprising that dragons were the subject of some of the first writings. The paragraph that contains the sentence in question progresses from the idea that the dragon is an ancient symbol to the fact that Sumerians developed the first system of writing. It then brings the two topics together by expressing surprise that the first writings were, in fact, about dragons; this is a striking fact. Choices (A), (C), and (D) are incorrect because although they present ideas with a grain of truth, these ideas are not conclusions that are supported by the context of the sentence or paragraph.</td>
</tr>
<tr>
<td>3</td>
<td>ELACC9-10RI1</td>
<td>3</td>
<td>B</td>
<td>The correct answer is choice (B) Lack of knowledge can lead to incorrect assumptions. Since people had no conclusive proof about the existence of dragons, they assumed that dragons were real and mistook the bones of other species for those of dragons. Modern science attempts to rely on facts rather than assumptions, so mistakes like these occur less often now. Choices (A), (C), and (D) are incorrect because although they present conclusions with a grain of truth, they do not represent the best, most objective conclusion. In other words, they rely on assumptions, using absolutes like &quot;are&quot; and &quot;should be&quot; instead of objective words like &quot;can.&quot;</td>
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<tr>
<td>4</td>
<td>ELACC9-10RI4</td>
<td>2</td>
<td>A</td>
<td></td>
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<td>The correct answer is choice (A) definition 1. The sentence in which <strong>stark</strong> appears is describing a clear, indisputable contrast between good and evil. Thus, the meaning “clear, without exception” fits the context of the sentence. Choices (B), (C), and (D) are incorrect because the remaining definitions do not fit the intended meaning of the phrase <strong>stark contrast</strong>.</td>
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<tr>
<td>5</td>
<td>ELACC9-10RI2</td>
<td>3</td>
<td>D</td>
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<tr>
<td>The correct answer is choice (D) Similar things can symbolize different ideas for different people. For the Chinese, dragons represent power and benevolence, while in the West, they are equated to destruction and terror. The difference is simply that that Chinese perceive dragons in a way that paints them in a positive light. It is all about perception. Choices (A), (B), and (C) are incorrect because they present weaker themes that are not entirely supported or implied by the text.</td>
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<tr>
<td>6</td>
<td>ELACC9-10RI6</td>
<td>3</td>
<td>B</td>
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<tr>
<td>The correct answer is choice (B) to explain how the concept of the dragon differs across cultures. While the essence of the dragon as a powerful creature remains the same across cultures, each culture puts its own unique spin on what the dragon means, what it can do, and how important it is. These differences arise from the inherent general differences of the cultures. Choices (A) and (D) are incorrect because although the essay touches on these topics and methods of writing, its main implied purpose is to show cultural differences. Choice (C) is incorrect because the essay is informative, not persuasive.</td>
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<tr>
<td>7</td>
<td>ELACC9-10RI5</td>
<td>3</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>ELACC9-10W3a</td>
<td>3</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>ELACC9-10RI8</td>
<td>3</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>ELACC9-10W2</td>
<td>4</td>
<td>N/A</td>
<td></td>
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</tbody>
</table>

*See the following pages for scoring rubrics and exemplar responses to questions 7 - 10.*
Example Scoring Rubrics and Exemplar Responses

Item 7

**Scoring Rubric**

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
</table>
| 2      | The response achieves the following:  
|        | • gives sufficient evidence of the ability to determine and analyze the development/progression of an author’s idea within the text  
|        | • includes specific examples/details that make clear reference to the text  
|        | • adequately explains the development of the author’s idea within the text and the supporting information with clearly relevant details based on the text |
| 1      | The response achieves the following:  
|        | • gives limited evidence of the ability to determine and analyze the development/progression of an author’s idea within the text  
|        | • includes limited examples that make reference to the text  
|        | • explains the development of the author’s idea within the text and the supporting information with limited details based on the text |
| 0      | The response achieves the following:  
|        | • gives no evidence of the ability to determine and analyze the development/progression of an author’s idea within the text  
|        | OR  
|        | • gives the author’s message/claim/point/central idea or explanation, but includes no examples or no examples/details that make reference to the text  
|        | OR  
|        | • gives the author’s message/claim/point/central idea or explanation, but includes no explanation or no relevant information from the text |

**Exemplar Response**

<table>
<thead>
<tr>
<th>Points Awarded</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Most of the details that support the author’s claim—that dragons have long been considered good in Asia—are presented in paragraph 6. For example, the author says that Chinese people believe that dragons bring good luck. They can cause rain, which is good for farmers, and they can also provide protection. The dragon was a symbol of the Chinese emperor, and it had the power to change size, fly, become invisible, or change into water or fire. All of these powers were usually used to bring good fortune to people in Asia, so dragons are considered to be very good by the people there.</td>
</tr>
<tr>
<td>1</td>
<td>Dragons are good in Asia because the Chinese people believe they can cause rain, and that's good for growing crops. The dragon is also a symbol of the emperor, which is very powerful. In China, dragons can become as small as a silkworm or as large as the universe. In the West, dragons are very dangerous, and only brave people can kill them. They are symbols of war, like for the Vikings and the Romans.</td>
</tr>
<tr>
<td>0</td>
<td>Dragons are good in China. They can change their shape, too. This is why they are so good in China. They are also very wise, and intelligent. They help people. People tell children they should become dragons.</td>
</tr>
</tbody>
</table>
The 4 point holistic rubric used to score this text-based narrative response is found on page 16.

### Exemplar Response

<table>
<thead>
<tr>
<th>Points Awarded</th>
<th>Exemplar Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Travel back in time 7,000 years to the beginning of the Sumerian empire. People were beginning to write, as well as study the stars and raise crops. This is the story of Argo, a young boy in a small Sumerian village. Argo helps his family by tending goats and harvesting wheat. When his goats begin to disappear, he thinks it must be thieves, or wolves. But soon, the terrifying reason for these losses becomes clear—a dragon has moved into a cave near the village! How can Argo stop the dragon when the bravest men in the village have failed? To everyone’s surprise, Argo convinces the dragon to stop eating animals by promising to give him the one thing he wants most in the world—reading lessons.</td>
</tr>
<tr>
<td>3</td>
<td>In this story, a dragon comes to a small village in Sumeria. A young boy makes friends with the dragon, even though everyone else is afraid of it. The boy and the dragon spend many days together, playing, fishing, and watching the clouds. The boy tries to teach the dragon to read and write, and the dragon tries to teach the boy to fly. They don’t have much success, but they have fun together. The other people in the village decide they don’t want a dragon nearby. They make it leave, and the boy loses his best friend.</td>
</tr>
<tr>
<td>2</td>
<td>A dragon lives in a village in West Asia, where people mostly like dragons. They think dragons are powerful, but they don’t trust them very much. The dragon tries to make friends by teaching everyone to read and write. But no one is interested. They only want to sit around and play games all day. People forget that the dragon is even there, but one person writes about it.</td>
</tr>
<tr>
<td>1</td>
<td>This is a story about a dragon. It was a long time ago. There were a lot of dragon. They do a lot of bad things, so people don’t like them. They fight them. The people who fight them are very brave, because the dragon can breath fire.</td>
</tr>
<tr>
<td>0</td>
<td>Dragons can be good or bad. In China, they are very good. They can change the size and shape. But in West they are very bad, and they live in caves.</td>
</tr>
</tbody>
</table>
## Scoring Rubric

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
</table>
| 2      | The response achieves the following:  
- gives sufficient evidence of the ability to determine and compare two authors’ arguments or specific claims in a text, assess the validity of the reasoning and relevancy/sufficiency of the evidence, and identify false statements and fallacious reasoning  
- explains the authors’ arguments or claims and provides explanation about the authors’ reasoning and supporting details with clearly relevant information based on the texts |
| 1      | The response achieves the following:  
- gives limited evidence of the ability to determine and compare two authors’ arguments or specific claims in a text, assess the validity of the reasoning and relevancy/sufficiency of the evidence, and identify false statements and fallacious reasoning  
- includes vague/limited examples/details that make reference to the texts |
| 0      | The response achieves the following:  
- gives no evidence of the ability to determine and compare two authors’ arguments or specific claims in a text, assess the validity of the reasoning and relevancy/sufficiency of the evidence, and identify false statements and fallacious reasoning |

## Exemplar Response

<table>
<thead>
<tr>
<th>Points Awarded</th>
<th>Exemplar Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>I think the author of the first article does the best job of developing and supporting his topic. He shows how the trend toward digital everything is affecting libraries, by including many concrete examples of how some libraries have already gone completely digital. The BiblioTech library in San Antonio shows how fast this library’s collection is growing, going from adding only 10,000 titles in 2013 to adding thousands of titles every month now. The author also points out that many people from around the world have toured this library. The author of the second article does not have a single example of any Little Free Library that has gotten as much attention as the BiblioTech library. While these small libraries may have some popularity, they probably are not going to be as important as the digital libraries discussed in the first article.</td>
</tr>
<tr>
<td>1</td>
<td>I think the author of the first article did a better job because he included so many facts about the BiblioTech library. Everyone seems to be interested in it because digital is the way of the future. Who wants to lug around heavy books (or build libraries to stack them)? The author of the second article did not have as much supporting information.</td>
</tr>
<tr>
<td>0</td>
<td>Both authors have some facts that they use to talk about their points about libraries, but I like the first author better.</td>
</tr>
</tbody>
</table>
Example of a 7-Point Response:

A person only has to sit in a mall, a coffee shop, or a bus terminal for a few minutes to realize that the way people read has changed in the last several decades. It is more likely that people are reading the daily news on their smartphones or tablets now than reading an actual newspaper. The same is true for books. As reading has changed, so have libraries, in a number of surprising ways.

Libraries have a unique opportunity because of digital media. Now, a library can hold thousands more volumes than it once could, since so much print media is available digitally. In the article, “A New Twist on Libraries,” the author explains how the size of the collection at the San Antonio, Texas, library doubled in size without requiring any new space. The library has no paper books at all. The entire collection of newspapers, books, magazines, and reference materials is completely electronic.

Electronic materials, when saved properly, cannot be lost, torn, or water damaged. If an electronic reader is damaged, it can be replaced relatively inexpensively, but the tens of thousands of pieces of writing it can access will go unharmed. Any number of people can check out the same book at the same time. And best of all, libraries can be much smaller.

This new trend toward smaller libraries is not limited to high tech communities. There are thousands of small, privately developed libraries that are part of reading’s newest fad.

Not everyone is excited about the loss of old-school books. In fact, another trend in libraries today is citizen-operated Little Free Libraries. They are popping up all around the world. In “Take One, Leave One,” the author reports that “Little Free Libraries have been established in people’s front yards, on small city curbs, along simple country roads, and in the middle of bustling metropolises.” These libraries operate on an honor code and are a safe house for paper and cover books that are being replaced so rapidly by e-readers. Anyone can borrow a book or donate a book.

Though these changes to the typical library are so very different in nature, they do have one thing in common. They are both proof that people still love to read. Whether they do it in a technology enhanced, futuristic library or on a park bench in a rural community, reading still matters to people.
# Georgia Milestones Ninth Grade Literature and Composition EOC
## Assessment Guide

### Four Point Holistic Rubric
**Genre: Narrative**

<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| **4** | The student’s response is a well-developed narrative that fully develops a real or imagined experience based on a text as a stimulus.  
• Effectively establishes a situation, one or more points of view, and introduces a narrator and/or characters  
• Creates a smooth progression of events  
• Effectively uses multiple narrative techniques, such as dialogue, description, pacing, reflection, and plot to develop rich, interesting experiences, events, and/or characters  
• Uses a variety of techniques consistently to sequence events that build on one another  
• Uses precise words and phrases, details, and sensory language consistently to convey a vivid picture of the events  
• Provides a conclusion that follows from the narrated experiences or events  
• Integrates ideas and details from source material effectively  
• Has few or no errors in usage and/or conventions that interfere with meaning* |  |
| **3** | The student’s response is a complete narrative that develops a real or imagined experience based on a text as a stimulus.  
• Establishes a situation, a point of view, and introduces one or more characters  
• Organizes events in a clear, logical order  
• Uses some narrative techniques, such as dialogue, description, pacing, reflection, and plot to develop experiences, events, and/or characters  
• Uses words and/or phrases to indicate sequence  
• Uses words, phrases, and details to convey a picture of the events  
• Provides an appropriate conclusion  
• Integrates some ideas and/or details from source material  
• Has a few minor errors in usage and/or conventions with no significant effect on meaning* |  |
| **2** | The student’s response is an incomplete or oversimplified narrative based on a text as a stimulus.  
• 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, description, reflection, and plot to develop experiences, events, and/or characters  
• Inconsistently uses occasional signal words to indicate sequence  
• Inconsistently uses some words or phrases to convey a picture of the 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* |  |
| **1** | The student’s response provides evidence of an attempt to write a narrative based on a text as a stimulus.  
• Provides a weak or minimal introduction  
• May be too brief to demonstrate a complete sequence of events  
• Shows little or no attempt to use dialogue or description  
• Uses words that are inappropriate, overly simple, or unclear  
• Provides few if any words that convey a picture of the events, signal shifts in time or setting, or show relationships among 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* |  |
| **0** |  
• The response is completely irrelevant or incorrect, or there is no response.  
• The student merely copies the text in the prompt.  
• The student copies so much text from the passages that there is not sufficient original work to be scored. |  |

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the Progressive Skills chart for those standards that need continued attention beyond the grade in which they were introduced.
### Seven Point Two-Trait Rubric

**Trait 1 for Informational/Explanatory Genre**

<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Idea Development, Organization, and Coherence</td>
<td>4</td>
<td>The student’s response is a well-developed informative/explanatory text that examines a topic in depth and presents related information based on text as a stimulus.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Effectively introduces the topic and main idea(s) to be examined</td>
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<tr>
<td></td>
<td></td>
<td>- Uses an organizational strategy to present information effectively and maintain focus and to make important connections and distinctions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Thoroughly develops the topic with well-chosen, relevant, and enough facts, extended definitions, concrete details, quotations, or other information and examples that are appropriate for the audience</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Uses appropriate and varied transitions to create cohesion, to link major sections of the text, and to clarify the relationship among ideas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Effectively uses precise language and domain-specific vocabulary appropriate to the audience and complexity of the topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Establishes and maintains a formal style and objective tone</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Provides a strong concluding statement or section that logically follows from the ideas presented</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>The student’s response is a complete informative/explanatory text that examines a topic and presents information based on text as a stimulus.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Clearly introduces the topic and main idea(s) to be examined</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Has an organizational strategy to group information and provide focus, but sometimes connections and distinctions are not clear</td>
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<tr>
<td></td>
<td></td>
<td>- Uses a few pieces of relevant information from sources to develop topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Uses some transitions to connect and clarify relationships among ideas, but relationships may not always be clear</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Uses some precise language and domain-specific vocabulary to explain the topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Usually uses a formal style and objective tone</td>
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<tr>
<td></td>
<td></td>
<td>- Provides a concluding statement or section that follows from the ideas presented</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>The student’s response is an incomplete or oversimplified informative/explanatory text that cursorily examines a topic based on text as a stimulus.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Attempts to introduce a topic or main idea</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Ineffectively organizes ideas, concepts and information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Develops topic sometimes unevenly, with little relevant information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Attempts to link ideas and concepts, but cohesion is inconsistent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Uses limited precise language and/or domain-specific vocabulary to manage the topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Attempts to establish formal style and objective tone but struggles to maintain</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Provides a weak concluding statement or section</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>The student’s response is a weak attempt to write an informative/explanatory text that examines a topic based on text as a stimulus.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- May not introduce a topic or main idea, or the topic or main idea must be inferred</td>
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<tr>
<td></td>
<td></td>
<td>- May be too brief to demonstrate an organizational structure, or no structure is evident</td>
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<tr>
<td></td>
<td></td>
<td>- Provides minimal information to develop the topic, little or none of which is from sources</td>
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<tr>
<td></td>
<td></td>
<td>- Struggles to link some ideas and concepts, but cohesion is weak throughout</td>
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<tr>
<td></td>
<td></td>
<td>- Uses vague, ambiguous, inexact, or repetitive language</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Lacks appropriate formal style and tone</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Provides a minimal or no concluding statement or section</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>The response is completely irrelevant or incorrect, or there is no response.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The student merely copies the text in the prompt</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The student copies so much text from the passages that there is not sufficient original work to be scored</td>
</tr>
</tbody>
</table>
**Seven Point Two-Trait Rubric**

**Trait 2 for Informational/Explanatory Genres**

<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| Language Usage and Conventions | 3 | The student’s response demonstrates full command of language usage and conventions.  
  - Uses clear and complete sentence structure, with appropriate range and variety  
  - Makes an attempt to attribute paraphrases and direct quotations to their sources via in text or parenthetical citations  
  - Has no errors in usage and/or conventions that interfere with meaning* |
| This trait contributes 3 of 7 points for this genre and exercises the writer’s ability to demonstrate control of sentence formation, usage and mechanics as embodied in the grade-level expectations of the language standards. | 2 | The student’s response demonstrates partial command of language usage and conventions.  
  - Uses complete sentences, with some variety  
  - Attributes paraphrases and direct quotations inconsistently to their sources via in text or parenthetical citations  
  - Has minor errors in usage and/or conventions with no significant effect on meaning* |
| | 1 | The student’s response demonstrates weak command of language usage and conventions.  
  - Has fragments, run-ons, and/or other sentence structure errors  
  - Makes little if any attempt to attribute paraphrases and direct quotations to their sources  
  - Has frequent errors in usage and conventions that interfere with meaning* |
| | 0 | The student’s response has many errors that affect the overall meaning, or the response is too brief to determine a score.  
  - The student copies too much text from the passages that there is not sufficient original work to be scored. |

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the Progressive Skills chart for those standards that need continued attention beyond the grade in which they were introduced.*

For more information and examples concerning these short responses and essay questions, go to gadoe.org and search for the American Literature EOC Assessment Guide OR use this link: http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/GM%20American%20Literature%20EOC%20Assessment%20Guide.pdf
EOC Practice Test Prep Bubble Sheet Answer Key
Student Name: __________________________________________

1  A B C D
2  A B C D
3  A B C D
4  A B C D
5  A B C D
6  A B C D

7 Answer number 7 below:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
8  Answer number 8 below:

9  Answer number 9 below:
10 Answer number 10 on the following page. NOTE on the actual EOC there will be multiple pages for students to use when answering their essay question.