4th Grade
EOG 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 EOG Assessment Guides – choose your grade level. Here’s the link: http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-End-of-Grade-Assessment-Guides.aspx
Items 1 through 8

Use this passage to answer items 1 through 8.

The Great Surprise

I was sitting at the kitchen table doing my homework. I heard my parents whispering in the other room and wondered what their conversation was about. I tried to hear what they were saying, but I couldn't make it out. I bounced out of my seat and scampered to the other room.

"Mom!" I said. "Why are you and Dad whispering?"

My parents exchanged a hesitant look. "Well," said my mom, "we were discussing an exciting surprise. But we aren't sure if we should tell you."

I thought back to last year when our family had planned a visit to my grandmother. The visit was intended to be a surprise. My dad informed me about the trip, and I was supposed to keep it a secret. However, one night when I was talking on the phone to my grandmother, I spilled the beans. It was an accident! I had forgotten that the visit was a secret. I felt very bad.

"You can tell me!" I exclaimed. "I promise that I learned my lesson when I told Grandma about our visit. I won't spoil any more surprises!"

"We think you've learned your lesson, Kate," my dad responded. "We'll tell you about this surprise because we think you can keep it a secret."

I felt so relieved that my parents had decided to trust me with this exciting news! I had a feeling this time would be different.

"We are getting a dog!" exclaimed my dad. "Don't reveal it to Charlie. He'll find out on Friday when he gets home from school."

I was so excited that I almost screamed! My brother, Charlie, had been pleading with my parents for a dog for years, but they had always said no. Now he was finally going to get his wish, and he would be thrilled. Thursday and Friday were difficult days! I was tempted to tell Charlie about the dog several times, but I remembered my promise and kept my mouth firmly closed. It felt great to be true to my word.

At long last, Friday afternoon arrived. As Charlie and I walked up to our house after school, we heard a faint noise.

"What's that?" Charlie asked, turning to me with delight in his eyes. "Is that barking I hear?" He tossed his backpack aside and ran into the house. A huge smile broke over my face, and I quickly ran after him.

"A dog! I can't believe it, our very own dog!" Charlie yelled as he saw the puppy contentedly playing on the floor with one of Dad's ancient shoes from the garage.
“Yes, Charlie, our very own dog, just like you have been asking for!” my mom answered.

“Wow, what a great surprise!” Charlie said. “Kate, isn’t it a great surprise?” he asked me.

“Yes, Charlie! It is a great surprise,” I answered gleefully.

“And thanks to Kate,” my mom said, smiling, “it really was a surprise.”

I felt great for keeping my promise, and my brother was overjoyed at his surprise. I really had learned my lesson.

Item 1

What is the MOST LIKELY reason Kate’s parents discuss their plans by whispering?

A. They are not sure whether Kate wants a dog.
B. They are not sure whether to tell Kate about the surprise.
C. They do not want Kate to tell her grandmother another secret.
D. They do not want to disturb Kate while she is doing her homework.

Item 2

In the poem called The Odyssey, Odysseus faces many choices that tempt him to do things other than travel home. Which of these BEST describes the meaning of tempted as it is used in this sentence from the story?

I was tempted to tell Charlie about the dog several times, but I remembered my promise and kept my mouth firmly closed.

A. Kate stopped thinking about keeping the secret.
B. Kate almost did something wrong by telling the secret.
C. Kate almost did something dangerous by telling the secret.
D. Kate stopped speaking to her brother because of the secret.

Item 3

What does the word hesitant mean in the sentence?

My parents exchanged a hesitant look.

A. funny
B. pleased
C. unafraid
D. uncertain
Item 4

When the prefix dis- is added to the word contentedly as it is used in the sentence, what is the meaning of the new word discontentedly?

"I can’t believe it, our very own dog!" Charlie yelled as he saw the puppy contentedly playing on the floor with one of Dad’s ancient shoes from the garage.

A  less upset  
B  not happily  
C  very satisfied  
D  more peacefully

Item 5

What is the theme of the story, and how does the author reveal this theme? Use details from the story to support your answer.

Write your response on the answer document.

Item 6

Which of these BEST describes Kate at the end of the story?

A  She discovers that it is fun to tell people secrets.  
B  She is excited because the secret is for her brother.  
C  She forgives her parents for keeping the secret from her.  
D  She is happy because she proves she can keep a secret.

Item 7

Based on the story, which statement about Kate’s dad is MOST LIKELY true?

A  He likes surprising people.  
B  He likes talking in a whisper.  
C  He has always wanted a dog.  
D  He has trouble keeping secrets.
Item 8

Write a conclusion to the story that starts with Charlie asking Kate, "How did you keep the secret?"

Write your response on the answer document.

Items 9 and 10

In this section, you will read two different arguments about giving regular allowances. You will write an opinion essay about which argument is better supported by facts.

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

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

As you read the texts, think about what details from each you might use in your opinion essay.

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**A Regular Allowance for Doing Chores**

Many experts say it is important to give children a regular allowance (usually a small amount of money) for doing chores. It teaches them how to be responsible, how to manage money, and to value working hard. Earning money for doing chores allows children to practice important decision-making skills.

It is important for young children to practice being responsible for something. A child may not be thankful for something if he or she receives it too easily. On the other hand, a child who must use his or her allowance to buy something is likely to learn the value of hard work. The child will have a chance to experience the reward that comes from hard work, even if the hard work is not fun.

Another good thing about earning a regular allowance is the chance for a child to practice planning to buy something. An important part of planning is being patient. In order to plan well for a purchase, a child must think ahead about the total cost of the item he or she wishes to buy. Then the child must plan for how long he or she must save to buy it.

Some people say that one of the best ways for children to learn how to be responsible for them is to have the chance to make “safe” mistakes. For example, it is better to miss out on going to a movie when you’re young than to run out of money to pay for a home later in life.

Finally, it is important to learn that we must work hard—and wait. It is good for children to understand that they can’t buy everything they want. This helps children make smart choices about their spending. The hope is that a responsible child will grow into a responsible adult!
Allowance as a Reward

Many parents give their children a regular allowance for doing chores. Some experts warn that this is a bad idea. Chores should be expected, not rewarded with money. Children should do chores because it is part of what it means to be part of a family.

According to some studies, teenagers who received a regular allowance were less likely to understand the importance of hard work. Instead, these teens believed that they should be given a certain amount of money no matter what.

There are many parents who believe that an allowance should be given only as a reward for doing something well. For example, a child might receive a special reward for earning good grades, which encourages the child to keep studying. This kind of reward system can also prepare students for college. Students who earn high grades are more likely to receive extra money in the form of scholarships, which help pay for schooling.

Giving children an occasional special allowance can teach them that hard work pays, not that their parents owe them money. In addition, children will learn that being a hard worker and doing something well is a reward in itself. This kind of mindset helps children be successful. They will value working hard—money or no money.

Item 9

How do BOTH passages suggest that a teen will be more successful as an adult if he or she is given money in return for positive behavior? Use details from both passages to support your answer.

Write your responses for 9 and 10 on the answer document.
Now that you have read “A Regular Allowance for Doing Chores” and “Allowance as a Reward,” create a plan for and write your opinion essay.

WRITING TASK

People have different ideas about giving and receiving allowance. Some experts and parents agree that children should be given an allowance while some people believe that it is not a good idea.

Think about the ideas in the two passages. Then, write an essay that gives your opinion about which argument about allowances is better supported by facts.

Be sure to use information from BOTH passages in your opinion 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 passages.
• Be sure to identify the passages by title or number when using details or facts directly from the passages.
• You may use scratch paper if needed.

Now write your opinion essay. Be sure to:

• Introduce your opinion.
• Support your opinion with reasons and details from the passages.
• Give your reasons and details in a clear order.
• Use words, phrases, and clauses to connect your ideas.
• Have a strong conclusion that supports your opinion.
• Check your work for correct usage, grammar, spelling, capitalization, and punctuation.
Item 1

Kaley is drawing a symmetrical design. She uses the line shown as the line of symmetry.

Which of these shows how Kaley should draw a triangle that touches the line of symmetry to create her symmetrical design?

A

B

C

D
Item 2

Each of four students is given one yard of ribbon for an art project. The students cut a piece of their ribbon to use for the project. The table shows the fraction of the ribbon each student cut.

**Fraction of Ribbon Cut**

<table>
<thead>
<tr>
<th>Student</th>
<th>Fraction Cut</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eva</td>
<td>$\frac{1}{8}$</td>
</tr>
<tr>
<td>Sue</td>
<td>$\frac{4}{8}$</td>
</tr>
<tr>
<td>Joe</td>
<td>$\frac{2}{8}$</td>
</tr>
<tr>
<td>Bob</td>
<td>$\frac{2}{8}$</td>
</tr>
</tbody>
</table>

Which student cut the longest piece of ribbon?

A. Eva  
B. Sue  
C. Joe  
D. Bob

Item 3

Robert has 144 pennies equally grouped in 9 rows.

What is the number of pennies in each row?

A. 10  
B. 14  
C. 16  
D. 17
Item 4

The table shows the heights of four children.

<table>
<thead>
<tr>
<th>Child</th>
<th>Height</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ben</td>
<td>38 inches</td>
</tr>
<tr>
<td>Kim</td>
<td>3 feet, 8 inches</td>
</tr>
<tr>
<td>Sarah</td>
<td>1 foot, 9 inches</td>
</tr>
<tr>
<td>Steve</td>
<td>44 inches</td>
</tr>
</tbody>
</table>

Which two children are the tallest?

(12 inches = 1 foot)

A  Ben and Kim  
B  Ben and Steve  
C  Kim and Steve  
D  Sarah and Steve

Item 5

Which shape has the same number of PAIRS of parallel sides as a square?

A  regular hexagon  
B  pentagon  
C  rhombus  
D  triangle

Item 6

The students during the first lunch period ate $5 \frac{5}{8}$ pans of lasagna. The students during the second lunch period ate $3 \frac{1}{8}$ pans of lasagna.

How many MORE pans of lasagna did the students during the first lunch period eat than the students during the second lunch period?

A  $2 \frac{4}{8}$ pans  
B  $2 \frac{7}{8}$ pans  
C  $8 \frac{4}{8}$ pans  
D  $8 \frac{6}{8}$ pans
Item 7
Which number is a prime number?
A  15
B  21
C  33
D  47

Item 8
Josh bought oranges and apples. The apples weigh 3 times more than the oranges. The apples weigh 12 pounds.
If the weight of the oranges is represented by the □, which of these shows how to find the weight of the oranges?
A.  3 + □ = 12
B.  □ - 3 = 12
C  □ × 3 = 12
D.  □ / 3 = 12

Item 9
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 your work and write your answer on the answer document.*
Item 10

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.

Show your work and write your answer on the answer document.

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?

Show your work and write your answer on the answer document.
Item 1

A stick insect looks just like a twig. How does this help the stick insect to survive?

A  It helps the insect find food.
B  It helps the insect reproduce.
C  It helps the insect avoid being seen by predators.
D  It helps the insect dig into its home inside the tree trunk.

Item 2

A student labeled each of the items shown as transparent, translucent, or opaque. One of the items is incorrectly labeled.

[Image of labeled items: Water—transparent, Limestone—opaque, Book—opaque, Butter—translucent]

Which of the items is incorrectly labeled, and what is its correct label?

A  Water—opaque
B  Limestone—transparent
C  Book—translucent
D  Butter—opaque

Item 3

A student states that the moon is always visible to Earth.

Which of these explains why the student is incorrect?

A  The Moon is usually invisible to Earth during its full moon phase.
B  The Moon is usually invisible to Earth during its new moon phase.
C  The Moon is usually invisible to Earth during its first quarter phase.
D  The Moon is usually invisible to Earth during its third quarter phase.
Item 4

Stan left a container of warm water on the table. The container held exactly 160 milliliters of water. The next day, he noticed that the container held 150 milliliters. What is the BEST explanation for what happened?

A  Some of the liquid water turned into gas.
B  A decrease in temperature caused the volume to change.
C  Some of the water formed condensation on the sides of the container.
D  An ice cube was added to the container increasing the amount of water.

Item 5

A student holds a soft drink bottle that is half-full of water. She blows across the top of the bottle, producing a sound. If the student wants to produce a sound with a higher pitch, what can she do?

A  blow softer
B  blow longer
C  add water to the bottle
D  use a bottle with a longer opening

Item 6

A student is charting the position of a constellation and the planet Venus for a month. Each week Venus moves its location, but the stars in the constellation stay the same. Why does Venus move differently?

A  Earth orbits Venus.
B  Venus orbits the Sun.
C  Earth orbits the constellation.
D  Venus orbits the constellation.

Item 7

A scientist studies tiny organisms in a lake to find out if the habitat is healthy. These tiny organisms, called plankton and algae, are eaten by small fish in the lake, and the small fish are eaten by big fish. Which of these would MOST LIKELY happen in the lake if a rainstorm washes pollution into the water?

A  The number of plankton and algae would increase, and the number of fish would also increase.
B  The number of plankton and algae would stay the same, and the number of fish would decrease.
C  The number of plankton and algae would decrease, and the number of fish would also decrease.
D  The number of plankton and algae would stay the same, and the number of fish would stay the same.
Item 8

In an investigation for his science class, Sam used a drinking cup to collect precipitation. He attached a ruler to the cup. Which weather instrument has Sam made?

A  wind vane  
B  rain gauge  
C  barometer  
D  thermometer

Item 9

Four students looked at this list of organisms. Each student plans to draw a food chain that includes the Sun.

- water insect
- algae
- fish
- shark

In which order should the students draw the organisms to show the correct flow of energy through the food chain?

A  shark → water insect → fish → Sun → algae
B  algae → Sun → fish → water insect → shark
C  shark → fish → water insect → algae → Sun
D  Sun → algae → water insect → fish → shark

Item 10

Maria needs to move a large, heavy box from the ground to her tree house. She will use a simple machine that was invented long ago to help her move the box.

Which simple machine would be the MOST helpful to move the box?

A  lever
B  pulley
C  screw
D  wedge
Item 1

Look at the chart.

<table>
<thead>
<tr>
<th>Group</th>
<th>Location</th>
<th>Shelter</th>
<th>Material Used to Make Shelter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hopi</td>
<td>Southwestern United States</td>
<td>pueblo</td>
<td>straw and clay</td>
</tr>
<tr>
<td>Inuit</td>
<td>Northern Canada</td>
<td>igloo</td>
<td>snow and ice</td>
</tr>
</tbody>
</table>

How were the Hopi and the Inuit similar?
A. They lived in the same region.
B. They built their shelters in the same way.
C. They traded with each other to get what they needed.
D. They used resources around them to make their shelters.

Item 2

Which of these describes Sojourner Truth?
A. She was a guide who traveled with Lewis and Clark.
B. She was a plantation owner who found better ways to grow tobacco.
C. She was a former slave who spoke out against slavery and for women's rights.
D. She was a colonial woman who helped soldiers during the American Revolution.

Item 3

Why does the United States have a military?
A. to make money
B. to build weapons
C. to run the government
D. to protect the country
Item 4

Which of these is an example of cooperation between Europeans and Native Americans?

A  French traders set up a fur trade with Native Americans.
B  European colonists cut down forests to build their towns.
C  European colonists turned hunting grounds into farmlands.
D  British settlers broke treaties made with Native Americans.

Item 5

Look at the map.

Which physical feature is shown by the shaded area of the map?

A  the Atlantic Coastal Plain
B  the Continental Divide
C  the Great Plains
D  the Great Basin
Item 6

Which of these is one reason the British government passed the Stamp Act of 1765?

A  to build new roads to connect the colonies  
B  to reward the colonists for the Boston Tea Party  
C  to pay for the soldiers sent to protect the colonies  
D  to punish the colonists for forming the Sons of Liberty

Item 7

Why is it important to limit the power of people in authority?

A  to get laws passed quickly  
B  to protect the rights of all people  
C  to provide jobs for more people  
D  to give the president more control

Item 8

The Kwakiutl lived in permanent shelters along the Pacific coast. What did this location provide for them?

A  good farmland  
B  tropical weather  
C  food from the ocean  
D  protection from enemies
Item 9

Look at the map.

Which of these was a result of the exchange of goods shown on the map?

A  Fewer people in the colonies had jobs.
B  Economic activity in the colonies increased.
C  More people moved from the colonies to Europe.
D  Fewer ships traveled between the colonies and Europe.

Item 10

Who is known as the Father of the Constitution and later became president of the United States?

A  John Adams
B  Patrick Henry
C  James Madison
D  George Washington
On the following pages are the answers for all the content questions. Note that the third column of 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.

Each EOG test will have questions ranging from DOK 1 to DOK 4 and by utilizing that diversity of questioning better assesses a student’s level of understanding of the specific content.
### English Language Arts (ELA) Additional Sample Item Keys

<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>ELACC4RL3</td>
<td>3</td>
<td>B</td>
<td>The correct answer is choice (B). They are not sure whether to tell Kate about the surprise. Whispering is something people do when they want to keep something private, so Kate’s parents whisper because they do not want Kate to overhear their conversation. Choice (A) is incorrect because Kate’s parents are talking about a dog for Charlie, not for Kate. Choice (C) is incorrect because Kate’s parents are not planning on surprising her grandmother. Choice (D) is incorrect because Kate’s parents do not mention this as a concern.</td>
</tr>
<tr>
<td>2</td>
<td>ELACC4RL4</td>
<td>2</td>
<td>B</td>
<td>The correct answer is choice (B). Kate almost did something wrong by telling the secret. The word &quot;tempt&quot; refers to wanting to do something wrong, but then ultimately deciding against it. Choice (A) is incorrect because Kate thinks about the secret for the entire story. Choice (C) is incorrect because even if Kate revealed the secret, no one would be in danger. Choice (D) is incorrect because the story never mentions that Kate stopped talking to her brother.</td>
</tr>
<tr>
<td>3</td>
<td>ELACC4L4a</td>
<td>2</td>
<td>D</td>
<td>The correct answer is choice (D). Uncertain. People who hesitate are unsure about something, so they may look worried or concerned. Choice (A) is incorrect because being hesitant is not related to being funny. Choice (B) is incorrect because Kate’s parents are unsure, not pleased. Choice (C) is incorrect because Kate’s parents actually are a little worried or afraid that Kate might tell the secret.</td>
</tr>
<tr>
<td>4</td>
<td>ELACC4L4b</td>
<td>3</td>
<td>B</td>
<td>The correct answer is choice (B) not happily. The context of this sentence clearly shows that the puppy is happy, so adding the prefix &quot;dis-&quot; creates the opposite of &quot;contentedly.&quot; Choice (A) is incorrect because nothing in the story indicates that the puppy was upset. Choices (C) and (D) are incorrect because the prefix &quot;dis-&quot; is most often used in negative words.</td>
</tr>
<tr>
<td>5</td>
<td>ELACC4RL2</td>
<td>3</td>
<td></td>
<td>See scoring rubric and exemplar responses on page 32.</td>
</tr>
<tr>
<td>Item</td>
<td>Standard/Element</td>
<td>DOK Level</td>
<td>Correct Answer</td>
<td>Explanation</td>
</tr>
<tr>
<td>------</td>
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<td>----------------</td>
<td>-------------</td>
</tr>
<tr>
<td>6</td>
<td>ELACC4RL3</td>
<td>3</td>
<td>D</td>
<td>The correct answer is choice (D) She is happy because she proves she can keep a secret. Choice (A) is incorrect because Kate does not tell the secret, even though she is tempted to. Choice (B) is incorrect because the secret is already revealed at the end of the story. Choice (C) is incorrect because her parents do tell her the secret.</td>
</tr>
<tr>
<td>7</td>
<td>ELACC4RL3</td>
<td>3</td>
<td>A</td>
<td>The correct answer is choice (A) He likes surprising people. Kate's dad wants to keep the puppy a secret because he enjoys the reaction of someone getting what they want without even knowing about it first. Choice (B) is incorrect because he doesn't whisper throughout the entire story. Choice (C) is incorrect because he never states whether or not he wants a dog. Choice (D) is incorrect because he is never tempted to tell Charlie the secret.</td>
</tr>
<tr>
<td>8</td>
<td>ELACC4W3e</td>
<td>4</td>
<td>N/A</td>
<td>See exemplar responses on page 33 and the four point holistic rubric on page 37.</td>
</tr>
<tr>
<td>9</td>
<td>ELACC4RI1</td>
<td>3</td>
<td>N/A</td>
<td>See scoring rubric and exemplar responses on page 34.</td>
</tr>
<tr>
<td>10</td>
<td>ELACC4W1b</td>
<td>4</td>
<td>N/A</td>
<td>See exemplar response on page 35 and the seven point two-trait rubric beginning on page 40.</td>
</tr>
</tbody>
</table>

For problems 5, 8 – 10, please go to the gadoe.org and search for EOG Assessment Guides. Choose the appropriate grade level and go to the pages listed above in the chart. OR, use this link: http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/GM%20Grade%204%20EOG%20Assessment%20Guide%202.pdf
### Mathematics Additional Sample Item Keys

<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>MMC4MD3</td>
<td>2</td>
<td>A</td>
<td>The correct answer is choice (A). When the triangle is folded across the line, it will produce an upside-down triangle. Choices (B), (C), and (D) are incorrect because they will not result in a symmetrical design.</td>
</tr>
<tr>
<td>2</td>
<td>MCC4NF2</td>
<td>2</td>
<td>B</td>
<td>The correct answer is choice (B) Sue. Sue's piece is equivalent to $\frac{1}{5}$. All of the other pieces are less than $\frac{1}{2}$. Choice (A) is incorrect because it is the student with the shortest piece. Choice (C) is incorrect because $\frac{3}{4}$ is less than $\frac{3}{5}$. Choice (D) is incorrect because $\frac{4}{5}$ is less than $\frac{3}{5}$.</td>
</tr>
<tr>
<td>3</td>
<td>MCC4NBT6</td>
<td>2</td>
<td>C</td>
<td>The correct answer is choice (C) 16. When 144 pennies are equally grouped into 9 rows, there are 16 pennies in each row. $9 \times 16 = 144$. Choice (A) is incorrect because it is the result of regrouping the remainder after dividing 14 tens by 9. Choice (B) is incorrect because it is the result of dividing 14 tens by 9 to get the tens digit and 44 ones by 9 to get the ones digit. Choice (D) is incorrect because it is the result of a computation error.</td>
</tr>
<tr>
<td>4</td>
<td>MCC4MD1</td>
<td>2</td>
<td>C</td>
<td>The correct answer is choice (C) Kim and Steve. 3 feet 8 inches is equivalent to 44 inches. 1 foot, 9 inches is equivalent to 21 inches. The greatest height in the table is 44 inches, and Kim and Steve share that height. Choice (A) is incorrect because it is the result of confusing 3 feet 8 inches with 38 inches. Choices (B) and (D) incorrectly identify one of the children.</td>
</tr>
<tr>
<td>5</td>
<td>MCC4G2</td>
<td>2</td>
<td>C</td>
<td>The correct answer is choice (C) Rhombus. A square has two PAIRS of parallel sides, as does a rhombus. Choices (A), (B), and (C) are incorrect because the figures cannot have two PAIRS of parallel sides.</td>
</tr>
</tbody>
</table>
For problems 9 – 10, please go to the gadoe.org and search for EOG Assessment Guides. Choose the appropriate grade level and go to the pages listed above in the chart. Or, use this link: http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/GM%20Grade%204%20EOG%20Assessment%20Guide%202.pdf

<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>6</td>
<td>MCC4NF3c</td>
<td>2</td>
<td>A</td>
<td>The correct answer is choice (A). $2\frac{5}{9}$ pans. $\frac{5}{9} - \frac{1}{9} = \frac{4}{9}$ and $5 - 3 = 2$. Choice (B) is incorrect because the numerators were subtracted incorrectly. Choice (C) is incorrect because it is the result of adding the whole numbers and subtracting the fractions. Choice (D) is incorrect because it is the result of adding instead of subtracting.</td>
</tr>
<tr>
<td>7</td>
<td>MCC4OA4</td>
<td>1</td>
<td>D</td>
<td>The correct answer is choice (D) 47. A prime number is only divisible by 1 and itself. Choice (A) is incorrect because 15 is divisible by 3 and 5. Choice (B) is incorrect because 21 is divisible by 3 and 7. Choice (C) is incorrect because 33 is divisible by 3 and 11.</td>
</tr>
<tr>
<td>8</td>
<td>MCC4OA2</td>
<td>2</td>
<td>C</td>
<td>The correct answer is choice (C) $\frac{x}{3} = 12; \frac{3}{x} = \frac{4}{5}$. Since the apples weigh 3 times more than the oranges, $\frac{3}{x}$ represents the weight of the apples. Since the apples weigh 12 pounds, $\frac{3}{x} = 12$ and $\frac{3}{x} = \frac{4}{5}$. Choices (A) and (B) are incorrect because they use an incorrect operation to represent the relationship. Choice (D) is incorrect because it divides the numbers in the wrong order.</td>
</tr>
<tr>
<td>9</td>
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<td>N/A</td>
<td>See scoring rubric and exemplar responses beginning on page 59.</td>
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<td>N/A</td>
<td>See scoring rubric and exemplar responses beginning on page 61.</td>
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<td>S4L2a</td>
<td>S4CS4a</td>
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<td>C</td>
</tr>
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<td>S4P1a</td>
<td>S4CS8b</td>
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<td>3</td>
<td>S4E2b</td>
<td>S4CS1c</td>
<td>2</td>
<td>B</td>
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<td>4</td>
<td>S4E3a</td>
<td>S4CS1c</td>
<td>2</td>
<td>A</td>
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<td>Item</td>
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<td>Characteristics of Science</td>
<td>DOK Level</td>
<td>Correct Answer</td>
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<td>S4P2b</td>
<td>S4C38a</td>
<td>3</td>
<td>C</td>
</tr>
<tr>
<td>6</td>
<td>S4E1c</td>
<td>S4C31c</td>
<td>2</td>
<td>B</td>
</tr>
<tr>
<td>7</td>
<td>S4L1c</td>
<td>S4C38a</td>
<td>3</td>
<td>C</td>
</tr>
<tr>
<td>8</td>
<td>S4E4a</td>
<td>S4C33a</td>
<td>2</td>
<td>B</td>
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<td>Item</td>
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<td>Characteristics of Science</td>
<td>DOK Level</td>
<td>Correct Answer</td>
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<td>S4CSSb</td>
<td>2</td>
<td>D</td>
</tr>
<tr>
<td>10</td>
<td>S4P3a</td>
<td>S4CS7b</td>
<td>2</td>
<td>B</td>
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<td>Item</td>
<td>Standard/Element</td>
<td>DOK Level</td>
<td>Correct Answer</td>
<td>Explanation</td>
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<tr>
<td>1</td>
<td>SS4H1b</td>
<td>2</td>
<td>D</td>
<td>The correct answer is choice (D) They used resources around them to make their shelters. The Hopi used straw and clay to make pueblos, while the Inuit used snow and ice to build igloos. Choice (A) is incorrect because the Hopi and Inuit did not live in the same region. Choice (B) is incorrect because the Hopi and Inuit built different kinds of shelters. Choice (C) is incorrect because the chart does not suggest trade.</td>
</tr>
<tr>
<td>2</td>
<td>SS4H7b</td>
<td>2</td>
<td>C</td>
<td>The correct answer is choice (C) She was a former slave who spoke out against slavery and for women’s rights. In the 1800s, Sojourner Truth made speeches calling for an end to slavery and for advances in women’s rights. Choices (A), (B), and (D) are incorrect because they do not describe accomplishments of Sojourner Truth.</td>
</tr>
<tr>
<td>3</td>
<td>SS4CG3c</td>
<td>2</td>
<td>D</td>
<td>The correct answer is choice (D) to protect the country. The purpose of the military is to keep the United States safe from attack and help resolve conflicts that might represent a threat to the country. Choices (A), (B), and (C) are incorrect because they do not describe functions of the U.S. military.</td>
</tr>
<tr>
<td>4</td>
<td>SS4H2b</td>
<td>2</td>
<td>A</td>
<td>The correct answer is choice (A) French traders set up a fur trade with Native Americans. This describes an event that was helpful to both the European colonists and the Native Americans. Choices (B), (C), and (D) are incorrect because they describe events that were harmful to Native Americans and were done without their cooperation.</td>
</tr>
<tr>
<td>5</td>
<td>SS4G1a</td>
<td>1</td>
<td>A</td>
<td>The correct answer is choice (A) the Atlantic Coastal Plain. The Atlantic Coastal Plain stretches across the Atlantic coast from New York to Florida. Choices (B), (C), and (D) are incorrect because these physical features are located well west of the shaded region.</td>
</tr>
<tr>
<td>Item</td>
<td>Standard/Element</td>
<td>DOK Level</td>
<td>Correct Answer</td>
<td>Explanation</td>
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<tr>
<td>6</td>
<td>SS4H4a</td>
<td>2</td>
<td>C</td>
<td>The correct answer is choice (C) to pay for the soldiers sent to protect the colonies. By enacting a tax on stamps, newspapers, pamphlets, legal papers and more, the British government tried to generate money to pay for soldiers protecting the colonies. Choice (A) is incorrect because the Stamp Act was not related to building roads. Choices (B) and (D) are incorrect because the Stamp Act was not meant as a reward or punishment for the colonists, but rather a way for Britain to make money.</td>
</tr>
<tr>
<td>7</td>
<td>SS4CG3d</td>
<td>3</td>
<td>B</td>
<td>The correct answer is choice (B) to protect the rights of all people. If no limits were placed on people in authority, they could become too powerful and make decisions that do not reflect the will of the people. Choices (A), (C), and (D) are incorrect because they do not reflect reasons for limiting the power of people in authority.</td>
</tr>
<tr>
<td>8</td>
<td>SS4H1b</td>
<td>2</td>
<td>C</td>
<td>The correct answer is choice (C) food from the ocean. The Kwakiutl used their environment along the Pacific Ocean to obtain fish and other food from the ocean. Choices (A), (B), and (D) are incorrect because the Pacific coast did not provide good farmland, tropical weather, or protection from enemies.</td>
</tr>
<tr>
<td>9</td>
<td>SS4E1e</td>
<td>3</td>
<td>B</td>
<td>The correct answer is choice (B) Economic activity in the colonies increased. Trade between the colonies and Europe allowed for the growth of colonial economies. Choices (A), (C), and (D) are incorrect because trade between the colonies and Europe had opposite effects as those described.</td>
</tr>
<tr>
<td>10</td>
<td>SS4H5b</td>
<td>1</td>
<td>C</td>
<td>The correct answer is choice (C) James Madison. Madison, one of the Founding Fathers and the fourth president of the United States, made speeches and proposed ideas that strongly influenced the Constitution during the Constitutional Convention. Choices (A), (B), and (D) are incorrect because these early patriots were not as heavily involved in the planning and writing of the Constitution. Additionally, Patrick Henry (B) was not a U.S. President.</td>
</tr>
</tbody>
</table>
On the next few pages, you will find an example of a short response question, an exemplar response from a student and the rubric used to grade them. Go to gadoe.org for “EOG Assessment Guides” for more information concerning these short responses as well as essay questions. Link to this assessment guide: http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/GM%20Grade%204%20EOG%20Assessment%20Guide%202.pdf

Georgia Milestones Grade 4 EOG Assessment Guide | English Language Arts (ELA)

Read the following and then see the sample assessment item that follows:
Hide and Seek

Soldiers in the United States Army wear uniforms that are covered with patches of green, brown, and tan. The pattern on these uniforms is called camouflage. It is used to help soldiers blend in with their surroundings. Humans are not the only ones who use camouflage. Animals use camouflage as well.

Hiding with Colors
If someone wants to hide at night, what color should the person wear? Dressing in black will help him or her blend in with the night sky. Some animals also have colors that help them blend in. The white fur on the polar bear makes it hard to see in the snow. The arctic fox changes color twice a year. In the winter, the fox turns white so it can blend in with the snow. In the summer, the fox turns brown so it can blend in with dry grass and bushes.

Hiding with Patterns
In addition to colors, patterns are useful for blending in. Stripes and spots help animals blend in with the different colors and shadows in their surroundings. Baby deer have white spots that look just like the sunlight’s pattern of light and dark. When sunlight falls between leaves and branches in the forest, the baby deer are safely hidden. Cheetahs also have dark spots that help them blend with the sun’s light and dark patterns.

Hiding by Imitation
Some animals imitate, or pretend to be, other animals. For example, some king snakes have stripes. These stripes make the king snakes look like coral snakes. Coral snakes use a poisonous liquid called venom when they bite. Other animals and people stay away from king snakes because they think they are poisonous coral snakes. This helps king snakes stay safe.

Hiding by Disguise
Many insects use a disguise, or costume, to help them hide. Imagine looking at a leaf and then seeing it fly away! The leaf is actually the South Indian Blue Oakleaf butterfly. The stick insect resembles the branches of the plant it lives on. This makes it very hard to find!
Camouflage is useful for both humans and animals. It is interesting to learn about all the ways there are to hide!

DOK Level: 3

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

Standard: ELACC4RI1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

What would MOST LIKELY happen if the arctic fox did not change color twice a year? Use details from the passage to support your answer.

Here is the scoring rubric that would be used to score this type of assessment item:

<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 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      | The response achieves the following:  

  • 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      | The response achieves the following:  

  • 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  
  OR  
  • draws a conclusion, but includes no examples or no examples/details that make reference to the text  
  OR  
  • draws a conclusion, but includes no explanation or no relevant information from the text |
Here are scores for possible responses to this assessment item:

**Exemplar Response**

<table>
<thead>
<tr>
<th>Points Awarded</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td><em>The arctic fox would not be safe from other animals during part of the year if it did not change color. If it stayed white during the summer, it couldn't hide in the grass and bushes. If it stayed brown during the winter, it would be seen in the snow.</em></td>
</tr>
<tr>
<td>1</td>
<td><em>The arctic fox would not be safe from other animals during part of the year if it did not change color. It would be seen in winter if it was brown.</em></td>
</tr>
<tr>
<td>0</td>
<td><em>The arctic fox would be killed if it didn’t change color.</em></td>
</tr>
</tbody>
</table>
EOG Practice Test Prep Bubble Sheet Answer Key
Student Name: __________________________________________

ELA

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

Answer number 5 below:

Answer number 6 below:

Answer number 7 below:

Answer number 8 below:
Answer number 9 below:
Answer number 10 below. NOTE on the actual EOG there will be multiple pages for students to use when answering this type of question.
Part A:

1. Miquel ______________  Lenny ______________

2. Miquel ______________  Lenny ______________

On the lines below, explain how you can prove that both of these could be the fractions that Miguel and Lenny paint on Monday. You may use the number line.
**Part B:** Show your work below and write your answer in the space provided.

_________________ of the picture.

<table>
<thead>
<tr>
<th>Science</th>
<th>Social Studies</th>
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