



## 2017 8<sup>th</sup> Grade Practice Tests

Parent: The pages that follow are taken from the Georgia Milestones Study/Resource Guide for Students and Parents. ([www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/EOG-Study-Resource-Guides.aspx](http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/EOG-Study-Resource-Guides.aspx)) Feel free to work with your child as he/she works these items. Don't fret if your child needs help with these. Just enjoy working alongside your child.

## Overview of the End-of-Grade Assessment

What is on the End-of-Grade Assessment?

- English Language Arts (ELA)
- Mathematics
- Science
- Social Studies

### TYPES OF ITEMS

- **Selected-response items – also called multiple-choice**
  - English Language Arts (ELA), Mathematics, Science, and Social Studies
  - There is a question, problem, or statement that is followed by four answer choices.
  - There is only ONE right answer, so read EACH answer choice carefully.
  - Start by eliminating the answers that you know are wrong.
  - Then look for the answer that is the BEST choice.
- **Technology-enhanced items – also called multiple-select or two-part questions**
  - English Language Arts (ELA), Mathematics, Science, and Social Studies
  - There is a question, problem, or statement.
  - You may be asked to select more than one right answer.
  - You may be asked to answer the first part of the question. Then, you will answer the second part of the question based on how you answered part one.
  - Read the directions for each question carefully.
  - Start by eliminating the answers you know are wrong.
  - If the question has two parts, answer the first part before you move to the second part.
- **Constructed-response items**
  - English Language Arts (ELA) and Mathematics only
  - There is a question, problem, or statement but no answer choices.
  - You have to write your answer or work out a problem.
  - Read the question carefully and think about what you are asked to do.
  - In English Language Arts (ELA), go back to the passage to look for details and information.
  - You will be scored on accuracy and how well you support your answer with evidence.
- **Extended constructed-response items**
  - English Language Arts (ELA) and Mathematics only
  - These are similar to the constructed-response items.
  - Sometimes they have more than one part, or they require a longer answer.
  - Check that you have answered all parts of the question.
- **Extended writing prompt**
  - English Language Arts (ELA) only
  - There is a question, problem, or statement.
  - You may be asked to do more than one thing.
  - In English Language Arts (ELA), you will be asked to read two passages and then write an essay.
  - You will be scored on how well you answer the question and the quality of your writing.
  - Organize your ideas clearly.
  - Use correct grammar, punctuation, and spelling.
  - Support your answer with evidence from the text.

## ENGLISH LANGUAGE ARTS (ELA)

- The Grade 8 English Language Arts (ELA) EOG assessment has a total of 60 items.
- You will answer a variety of item types on the test. Some of the items are selected-response (multiple-choice), which means you choose the correct answer from four choices. Some items will ask you to write your response using details from the text. There will also be a writing prompt that will ask you to write an essay.
- The test will be given in three sections.
- Section 1 will be given on Day 1. You will be given a maximum of 90 minutes to complete the section.
- Sections 2 and 3 will be given over one or two days. You may have up to 75 minutes to complete each section.

### Content

The Grade 8 English Language Arts (ELA) EOG assessment will measure the Grade 8 standards that are described at [www.georgiastandards.org](http://www.georgiastandards.org).

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

- Reading and Vocabulary
- Writing and Language

### Item Types

The English Language Arts (ELA) portion of the Grade 8 EOG assessment consists of selected-response (multiple-choice), technology-enhanced (multiple-select or two-part questions), constructed-response, extended constructed-response, and extended writing-response items.

### Example Item 1

How does the underlined phrase function in the sentence?

Because field trips are educational, the class wanted to visit the museum.

- A. verb
- B. subject
- C. direct object
- D. predicate nominative

To answer Example Items 2 through 4, you will read two passages about Houdini. What roles do both natural talent and hard work play in achieving a goal? You will answer two questions and then write an informational essay about having a goal and the steps you need to take to realize that goal.

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

1. Show Me Impossible
2. Houdini

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

### Show Me Impossible

It was barely 5 a.m. when Daniel left his two-room apartment on the Lower East Side of New York City and headed uptown. He had read yesterday's newspaper with excitement. Stories about Houdini had been plastered on the front pages of the papers for weeks – ever since his last show when he was handcuffed, then nailed inside a packing crate, and subsequently thrown into the river. Harry Houdini, the most sensational escape artist of all time, not only survived the incident, but swam to the surface in record time, where he was greeted by a crowd of cheering fans.

Daniel knew he had to see him, and the escape artist's next show was near enough for Daniel to attend. So Daniel got on the train especially early in the morning to make sure he was there before anyone else. He had heard about the crowds that came to Houdini's performances. He was not only determined to be there himself, but he was going to secure a seat in the first row.

"This man," Daniel had read earlier that week in the paper, "is a marvel. Either he has superhuman strength and skill, or he's an exceptionally clever illusionist. Either way, he's the most daring performer the world has ever seen." *Illusionist*—the word that grabbed him. He whispered it quietly, forming the syllables with his lips. Then he said it out loud. "Illusionist." He loved the way it rolled off his tongue.

It certainly was not a word that was familiar in Daniel's world. In 1924, you were expected to remain grounded in reality, the polar opposite of illusion. Daniel thought about his former schoolteacher, Mrs. Thorpe, and the lessons she taught stressing that everything was explainable by science. Once he had chosen a fantasy novel from the library to read just for fun, but Mrs. Thorpe discouraged it. "I prefer that you choose a sensible book," she said. "That book is nothing more than nonsense."

She most likely would assert that Houdini was nothing but nonsense, too, Daniel thought. Houdini made the impossible happen—an illusionist can do that. An illusionist allows people to see the impossible—or what they presume to be impossible. Houdini was making believers out of the millions who saw him perform, believers in the impossible.

Daniel had looked up the word in a dictionary. "Illusionist." Houdini created illusions—he was a master at tricks of the eye. This man had been sealed inside a giant football and the carcass of a giant squid. He had been strapped in a straightjacket and hung by his ankles from the tops of tall buildings. The dictionary defined illusionist as "a person who performs tricks that deceive the eye." Mrs. Thorpe has used that term, "deceive the eye," in a science lesson. Daniel just knew that he had to see Houdini so that this daring illusionist could make him a believer, too.

## Houdini

In 1928, a man and an elephant stood in the center of the Hippodrome Theater’s stage in the heart of New York City. As a spotlight beamed down upon them, the man raised his arm high in the air, a popping sound was heard, and in a flash, Jennie, the 10,000-pound elephant, suddenly disappeared. All that was left standing on the stage was the man alone. The elephant had vanished into thin air. And the man standing on the stage was Harry Houdini.

Houdini was born Erik Weisz in Budapest, Hungary. Upon immigrating to the United States, he first took up residence in Appleton, Wisconsin. He later became a circus entertainer performing trapeze acts. However, when the circus traveled to New York city, he knew it to be the right place for a performer.

He had a smattering of success in vaudeville, but eventually found his way into escape performances. It seemed that he had a great talent for picking locks, and that led to other feats—escapes from trunks, straightjackets, and even coffins. The phrase “They do it with mirrors” was applied to Houdini many times. Disbelievers felt that he was little more than an illusionist, a trickster. They accused him of deceit, stating that he cheated with trap doors or only appeared to be nailed in a box or locked in chains.

However, the unglamorous truth was that Houdini was a superb physical being with some enormous talents. For instance, he could hold his breath for an extraordinary amount of time. Additionally, he was strong and determined. When being tied up or bound in a straightjacket, he would fill his lungs to capacity and flex his muscles. That way he could gain a few millimeters of free space which would enable his forthcoming escape. He was not afraid to dislocate joints, such as a shoulder, or even rip flesh pulling an arm or a hand free of bindings. He might conceal a piece of metal under his tongue and use it to pick a lock. But free himself he would, and he did it without mirrors or any other kind of magic.

Despite the accusations of deception, Houdini remained popular with the American public. He continued to dream up more and more dangerous stunts, and people flocked to see them. No matter what people believed about him, he always escaped in the most straightforward way. He unlocked the locks, he got free of the chains, he made a tiny space in a lid into a bigger space. He used talent, strength, and resourcefulness, without any trickery.

### Example Item 2

Read these sentences from “Show Me Impossible.”

*Illusionist*—the word grabbed him. He whispered it quietly, forming the syllables with his lips. Then he said it out loud. “Illusionist.” He loved the way it rolled off his tongue.

Which definition of the word *grabbed* BEST conveys the meaning the word has in the first sentence?

- A. captured
- B. caught
- C. fascinated
- D. seized

**Example Item 3**

Explain how paragraph 4 of “Houdini” contributes to the reader’s understanding of the passage.

Support your response with details from the passage. (For this practice, please use a separate sheet of paper.)

**Example Item 4**

Now that you have read “Show Me Impossible” and “Houdini,” create a plan for and write your informational essay.

**WRITING TASK**

Many people have goals such as Houdini did. 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. Be sure to identify the sources by title or number when using details or facts directly from the sources.

Write an informational essay about having a goal and the steps needed to realize that goal.

Be sure to use information from BOTH passages. (For this practice, write your answer on a separate sheet of paper.)

**Be sure to:**

- Introduce the topic clearly, provide a focus, and organize information in a way that makes sense.
- Use information from the two passages so that your essay includes important details.
- Develop the topic with facts, definitions, details, quotations, or other information and examples related to the topic.
- Identify the passages by title or number when using details or facts directly from the passages.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages.
- Use appropriate and varied transitions to connect ideas and to clarify the relationships among ideas and concepts.
- Use clear language and vocabulary.
- Establish and maintain a formal style.
- Provide a conclusion that supports the information presented.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

Use the following passage to answer questions 5 – 9.

### Pony Express

The low morning sun stretched across the hotel dining room as a young cowboy walked toward the lone occupant. Shafts of light shone through the dust, producing golden bands not quite parallel to the floor. Holding his new Stetson hat respectfully at his side, the cowboy walked toward him. The man noted his approach, rose, and extended his hand. “Ah, Mr. Sewell, I presume. I’m Derek Bollinger.” Caleb Sewell was taken off guard at being addressed as Mister, especially by a man wearing a suit that Caleb couldn’t afford with the wages of his last month’s work.

“Yep. Howdy.” The words were out automatically, and Caleb immediately regretted his lack of formality as he shook the man’s hand and sat down. He fidgeted with his hat, not knowing where it should go, but certain that it couldn’t go back on his head. Bollinger, sensing his discomfort, pulled out one of the empty chairs and nodded to it.

“In the interest of saving valuable time, Mr. Sewell, I’ve ordered for us both.” Caleb nodded approval and restrained himself from saying something silly like, “Aw, that’s right neighborly of ya.” A waitress filled his coffee cup. To avoid embarrassment, he added only about half his usual amount of sugar. He watched the expensively dressed man for clues as to what to do with his stirring spoon, how to hold the delicate cup, and where to put his napkin.

Mercifully, two orders of steak, eggs, beans, and sourdough biscuits arrived before any more pauses set in. Eating made it easier for Caleb to avoid talking, though he continued to watch Bollinger’s actions closely. The man began enumerating Caleb’s responsibilities as a Pony Express rider. Mail, he said, was a precious commodity. It both connected and fulfilled lives on each end of the route. He must never exhaust the horses; he would ride six or seven each day, and they were the lifeline of the whole enterprise. He should report conditions on the trail—fallen trees, landslides, washed out bridges—at the nearest transfer station. He was to ride alone except when an escort with the local law was arranged. He would have protection on the Humboldt Pass section where robberies had become frequent of late.

Caleb had been briefed on most of this when he filled out an application back home in Wheeling, so the best information he took from Bollinger was that it was acceptable to sop his bean juice with a biscuit. Bollinger did all of the talking. To Caleb’s great relief, Bollinger did not ask what had brought a man out to the wilds of the frontier when he could have enjoyed the security of working in the family business as part of a comfortably successful family in the quiet state of West Virginia. He didn’t know how to explain what a burden it was to have a family that wanted to determine how the rest of your life should proceed. He had no words to explain their disappointment at his wanting to chart his own course, not to mention how effortlessly he’d settled into a life on the plains.

At length, the man stood, shook hands with Caleb a last time, and told him he was to pick up his horse and packet of mail at the livery stable. “Good to have you with us on the Pony Express, Mr. Sewell. We have begun forging a strong tradition throughout the West and the nation. Now, do us and yourself proud.” Caleb bent down, retrieved his hat from the chair, and when he stood back up, Bollinger was gone.

The handlers were ready for him at the stable. Two saddlebags straddled a bar outside a box stall that said “Pony Express Only.” In the stall, his own personal saddle was already on a small Appaloosa. The horse shifted and paced nervously, a sign that he’d been given a more than ample breakfast of oats. Caleb led the horse into the street and was tightening the cinch of the saddle when a clerk came up to him with a delivery log. Caleb signed it, secured the saddlebags, and threw his leg up over the saddle. The horse bolted for the open road, but Caleb’s deft touch convinced the horse of the pace they would maintain.

Caleb Sewell’s first day as a Pony Express rider had begun. It would end twelve hours and eighty miles later.

**Example Item 5**

**Which detail from the passage indicates that Caleb is self-conscious?**

- A. The low morning sun stretched across the hotel dining room as a young cowboy walked toward the lone occupant.
- B. Holding his new Stetson hat respectfully at his side, the cowboy walked toward him.
- C. He fidgeted with his hat, knowing where it should go, but certain that it couldn't go back on his head.
- D. He was to ride alone except when an escort with the local law was arranged.

**Example Item 6**

**Read the sentence from the passage.**

Mercifully, two orders of steak, eggs, beans, and sourdough biscuits arrived before any more pauses set in.

**In what way is the arrival of food a *merciful* event?**

- A. Caleb was in need of food because he had not been making much money.
- B. Caleb was less likely to embarrass himself while he was busy eating.
- C. The Pony Express delivered meals to those who were going hungry.
- D. The breakfast was provided free of charge to Pony Express riders.

**Example Item 7**

**Which detail would be BEST to include in a summary of the passage?**

- A. A waitress filled his coffee cup.
- B. He should report conditions on the trail.
- C. At length, the man stood and shook hands with Caleb a last time.
- D. His own personal saddle was already on a small Appaloosa.

**Example Item 8**

**This question has two parts. Answer PART A, and then answer PART B.**

**PART A**

**What motivates Caleb to want to become a Pony Express rider?**

- A. A desire to be independent from his family
- B. A need for adventure in his life
- C. A desire to make a great deal of money
- D. A need to travel to other places

## **PART B**

**Which sentence from the passage BEST supports the answer in PART A?**

- A. Caleb Sewell was taken off guard at being addressed as Mister, especially by a man wearing a suit that Caleb couldn't afford with the wages of his last month's work.
- B. He must never exhaust the horses; he would ride six or seven each day, and they were the lifeline of the whole enterprise.
- C. He had no words to explain their disappointment at his wanting to chart his own course, not to mention how effortlessly he'd settled into a life on the plains.
- D. The horse bolted for the open road, but Caleb's deft touch convinced the horse of the pace they would maintain.

### **Example Item 9**

**Based on information in the passage, write a continuation of the passage that reveals Caleb's inner dialogue, or his thoughts, as he begins riding his first Pony Express route.**

**Support your response with details from the passage. Write your answer below.**

Read the following passage and answer Example Items 10 through 13.

### Panda Economics

One of the most easily recognizable faces in the animal kingdom is that of the giant panda. That large, round, white face with the big black patches around the expressive eyes consistently warms hearts around the globe. But how much do you really know about the panda and the interesting relationship that exists between pandas and their homeland?

### Endangered Pandas

As you probably know, pandas are those endangered, 250-pound, black-and-white bears living in the remote mountain areas of central China. They are slow-moving animals who divide their day between eating and resting and little else. It is estimated that there are about 1,000 to 1,500 pandas still living in the wild and maybe another 100 to 200 living in zoos around the world. Pandas primarily eat bamboo shoots and excel at tree climbing. They spend at least half of their day pulling bamboo off the trees. They can eat almost thirty pounds in a day. That's quite an appetite. But pandas do more than just ingest the bamboo. Their gathering and chewing actually spreads bamboo seeds around, which in turn helps more trees to grow.

### Saving the Panda through Ecotourism

What you may not know is how pandas and China help one another through *ecotourism*. Think of that term as a combination of *ecology* and *tourism*. In everyday language, it's a lot like saying, "If you vacation here, you will be helping the environment." The Chinese government has done much to protect the beloved pandas. It has built natural habitats for the pandas to live in. These are places where they can rest, chomp away on bamboo, and live in a protected environment. And all this resting and chomping attracts tourists to China. Obviously, the pandas benefit, but the money the tourists spend on their tour is money in China's pocket. People from around the world travel to China to visit and observe the pandas in these habitats. So pandas become a significant source of revenue for the country. At a time the country is spending money to protect them, the pandas, in a sense, repay their country.

Pandas also help the Chinese economy in other ways. Pandas are loaned to zoos around the world for upwards of a million dollars a year. Pandas are big business for zoos, as people flock to see them and spend money in the process. And the money that is paid for the loan of the pandas is then used to help maintain the habitats where the pandas live.

The relationship between pandas and ecotourism is a fascinating one. There's always the risk that bringing tourists to natural habitats will result in the destruction of those habitats. But for now, the pandas are at peace, dining on bamboo, and their habitats are protected, with tourism dollars providing support.

### Example Item 10

Read these sentences from paragraph 2.

They spend at least half of their day pulling bamboo off the trees. They can eat almost thirty pounds in a day. That's quite an appetite. But pandas do more than just *ingest* the bamboo.

Which words BEST replace *ingest* without changing the meaning of the sentence?

- A. grab onto
- B. almost ruin
- C. hungrily eat
- D. lightly nibble

**Example Item 11**

Which sentence BEST explains the central idea of the passage?

- A. The panda population is declining.
- B. Pandas are endangered and need help.
- C. Ecotourism encourages travel to a foreign country.
- D. Ecotourism helps pandas and the national economy.

**Example Item 12**

The author of this passage would like to add another paragraph with the heading “The Other Side of Ecotourism.” Where should the author place the new paragraph? Explain why.

Support your response with details from the passage. (For this practice, write your answer on the back of this paper.)

**Example Item 13**

What is the MAIN connection between the section “Endangered Pandas” and the section “Saving the Panda through Ecotourism”?

Support your response with examples from the passage. (Write your answer on a separate sheet of paper.)

IN THE FOLLOWING SECTION, YOU WILL READ TWO PASSAGES AND ANSWER QUESTIONS 14 THROUGH 17.

You will read about the debate about labeling menu choices with nutritional information.

Should there be a law that requires restaurants and fast food places to post nutritional information, including calories, fat content, and sodium, on their menus? Write an **argumentative essay** supporting either side of the debate, in which you argue that labeling menu choices should become law OR that it should not.

Be sure to use information from BOTH passages.

Before you begin planning and writing, you will read two passages and answer three questions about what you have read. As you read the passages, think about what details from the passages you might use in your argumentative essay. These are the titles of the passages you will read:

- Label the Meals
- We Don’t Need Labels

## Label the Meals

Our city has proposed that establishments selling meals—restaurants and fast-food places—post nutritional information on their menus or menu boards. For the good of our citizens, this measure must pass.

I'll start by making an obvious point, one that both sides should agree on. Healthy people are happier and more productive. One part of the healthy person equation is, of course, fitness, and that is clearly good for the individual. However, eating nutritious food is another part of that same equation. Labeling meals in restaurants is one sure way of helping people take charge of their well-being.

According to studies, the average American eats at home about two-thirds of the time. Over the last 25 years, the packaging of food to be consumed in the home has included nutritional information: calories, fat calories, sodium, calcium, and the like. It's the law to include this information on all packaging, regardless of whether the food is healthful or not. So it makes no sense to deny the consumer the same information when dining out.

Research shows that when such information is available, about one-quarter of customers use it to limit what they decide to eat. Those customers consume an average of 400 fewer calories than they typically did prior to labeling. Another study compared results in a nationwide coffee shop that also sold pastries. In some cities, the shops were required to post the calories for each item; in other cities, there was no such information. The average purchase contained about 100 fewer calories when the information was provided. The U.S. government agrees that restaurant meals should be labeled. It is part of the Affordable Care Act of 2010, which requires that standard menu items include information on nutrition.<sup>1</sup>

Eating out is on the rise. In 1977, Americans consumed 18% of their calories away from home. Less than 30 years later, that number had risen to 33%. It nearly doubled. This trend poses increased risks for all of us, not just in terms of calories, but in terms of unhealthful ingredients such as fat and sodium. Armed with relevant information, consumers can address this risk and be better for it.

We know the octane level of the fuel we put in our cars. We should know the relevant information about the fuel we put in our bodies. Please vote for labeling.

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<sup>1</sup> [www.federalregister.gov](http://www.federalregister.gov)

## **We Don't Need Labels**

The proposal to require our community's eating establishments to post nutritional information for their meals is misdirected. It will not achieve any of the benefits its supporters claim.

First, the research claiming a reduction in caloric intake is, at times, contradictory. For instance, when researchers interviewed customers, they were told that the information caused them to select a "healthier" meal. However, when the cash register records were analyzed, there was no change from the way those same customers ordered previously. People may like the idea of nutritional labeling, but they still don't seem to be acting on it. I would suggest that those who claim to be reading and following the nutritional information actually need it the least. They are already health conscious. They have a good idea which meals are laden with calories, fats, and other ingredients. The Food and Drug Administration (FDA) not only requires food be labeled, but also provides the % Daily Value so that you can track the nutrients you are consuming.<sup>2</sup>

A good number of restaurant patrons are frequently looking for something other than a healthful eating experience. They are there for convenience, for a break in the routine, or for a special occasion. For these people, labeling is irrelevant.

But for the restaurant, it is a nuisance and a potential threat to their business. It means that before a new item goes on the menu, it has to be evaluated. It means that as recipes are modified and improved, more testing is needed. This is government inserting itself into business. Food should look good and taste good.

Foods for home consumption have been labeled for decades; but according to consumer research, that information has had a minimal effect on sales. What food producers have learned is that the overall packaging makes a far greater difference. The words "Lite," "Low fat," and "Heart Smart" do attract buyers. Restaurants are free to group selections according to reasonable health standards. This would probably mean more to the average consumer than trying to sort through the difference between 1350 calories and 1375 calories. Let's face it—the tastiest foods are the ones loaded with calories.

While labeling appears to promote healthful dining, its actual impact will most likely be minimal at best and harmful at worst.

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<sup>2</sup> U.S. Food and Drug Administration ([www.fda.gov](http://www.fda.gov))

### **Example Item 14**

**Read the paragraph from "Label the Meals."**

Research shows that when such information is available, about one-quarter of customers use it to limit what they decide to eat. Those customers consume an average of 400 fewer calories than they typically did prior to labeling. Another study compared results in a nationwide coffee shop that also sold pastries. In some cities, the shops were required to post the calories for each item; in other cities, there was no such information. The average purchase contained about 100 fewer calories when the information was provided. The U.S. government agrees that restaurant meals should be labeled. It is part of the Affordable Care Act of 2010, which requires the standard menu items include information on nutrition.

Which sentence would **BEST** support the writer’s argument when added to the paragraph?

- A. Families can choose to eat at home or go out.
- B. Coffee shops will be forced to stop selling baked goods.
- C. Customers can then decide to use or ignore the information.
- D. Restaurants will likely lose customers once the information is posted.

**Example Item 15**

Read the sentences from “We Don’t Need Labels.”

It means that before a new item goes on the menu, it has to be evaluated. It means that as recipes are modified and improved, more testing is needed. This is government inserting itself into business. Food should look good and taste good.

Which sentence should be removed because it is **NOT** relative to the argument?

- A. It means that before a new item goes on the menu, it has to be evaluated.
- B. It means that as recipes are modified and improved, more testing is needed.
- C. This is government inserting itself into business.
- D. Food should look good and taste good.

**Example Item 16**

Which revision to this sentence **BEST** maintains a formal style?

Let’s face it – the tastiest foods are the ones loaded with calories.

- A. Just go for it, and tasty foods are always higher in calories.
- B. In fact, the tastiest foods may be the ones with the most calories.
- C. Seriously, those fattening foods can also really be the tastiest ones.
- D. No worries, the foods with the best taste are also the most fattening.

**Example Item 17**

Now that you have read “Label the Meals” and “We Don’t Need Labels” and have answered some questions about what you have read, create a plan for and write your argumentative essay.

Should there be a law that requires restaurants and fast food places to post nutritional information, including calories, fat content, and sodium, on their menus? Write an argumentative essay supporting either side of the debate in which you argue that labeling menu choices should become law OR that it should not.

Be sure to use information from BOTH passages. Write your answer on the back of this page.

**Be sure to:**

- Introduce your claim.
- Support your claim with logical reasons and relevant evidence from the passages.
- Acknowledge and address alternate or opposing claims.
- Organize the reasons and evidence logically.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages.
- Identify the passages by title or number when using details or facts directly from the passages.
- Use words, phrases, or clauses to connect ideas and to clarify the relationships among claims, counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Use clear language and vocabulary.
- Provide a conclusion that supports the argument presented.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

**Example Item 18**

Which of these is the **BEST** way to revise the underlined sentence so that the paragraph is consistently written in the active voice?

We spent many of our summers on the Georgia Sea Islands. The music played by the residents there was inspiring. I would give anything to play that well.

- A. The music was played by residents, and it was inspiring.
- B. Music was played that was inspired by the residents.
- C. Inspiring music was played by the residents.
- D. The residents played inspiring music.

**Example Item 19**

What is the function of the underlined word in the sentence?

Reading is my favorite way to spend a quiet afternoon.

- A. Adjective
- B. Noun
- C. Preposition
- D. Verb

**Example Item 20**

Which sentence uses the correct punctuation between clauses?

- A. I went to the store . . . and I bought paper.
- B. I went to the store—and I bought paper.
- C. I went to the store; and I bought paper.
- D. I went to the store, and I bought paper.

**Example Item 21**

Which underlined word contains a spelling error?

His facial reaction was quite quizical in nature.

- A. facial
- B. reaction
- C. quizical
- D. nature

**English Language Arts (ELA) Answer Key**

- 1. C
- 2. C
- 3. Writing Task
- 4. Writing Task
- 5. C
- 6. B
- 7. B
- 8. Part A: A  
Part B: C
- 9. Writing Task
- 10. C
- 11. D
- 12. Writing Task
- 13. Writing Task
- 14. C
- 15. D
- 16. B
- 17. Writing Task
- 18. D
- 19. B
- 20. D
- 21. C

## MATHEMATICS

- The Grade 8 Mathematics EOG assessment consists of a total of 73 items.
- You will answer a variety of item types on the test. Some of the items are selected response (multiple-choice), which means you choose the correct answer from four choices. Some items will ask you to write your response.
- The test will be given in two sections.
  - You may have up to 85 minutes per section to complete Sections 1 and 2.
  - The test will take about 120 to 170 minutes.

### Content

The Grade 8 Mathematics EOG assessment will measure the Grade 8 standards that are described at [www.georgiastandards.org](http://www.georgiastandards.org).

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

- Numbers, Expressions, and Equations
- Algebra and Functions
- Geometry
- Statistics and Probability

### Example Item 1

Which of these is the closest approximation to the value of  $\sqrt{97}$ ?

- A. 9
- B. 10
- C. 48
- D. 49

### Example Item 2

When a linear function is graphed, it passes through the points  $(-1, 1)$ ,  $(1, 5)$ , and  $(3, 9)$ .

Part A: What is the rate of change for the function?

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Part B: Does the equation  $y = 2x + 3$  represent the function? Explain your reasoning. (For this practice, use the back of this sheet of paper.)

### Example Item 3

Part A: Is  $0.\overline{571428}$  the decimal equivalent of  $\frac{4}{7}$ ? Explain your reasoning.

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Part B: Is the number in Part A rational or irrational? Explain your reasoning?

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Part C: What is  $\overline{0.166}$  written as a fraction?

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Part D: Is the number in Part C rational or irrational? Explain your reasoning.

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**Example Item 4**

Between which two integers is the value of  $\sqrt{21}$ ?

- A. 0 to 1
- B. 4 to 5
- C. 6 to 7
- D. 10 to 11

**Example Item 5**

A grain of sand has a mass of approximately  $6 \times 10^{-2}$  grams. Earth has a mass of approximately  $6 \times 10^{28}$  grams.

How many times smaller is the mass of the grain of sand than the mass of the Earth?

- A.  $1 \times 10^{-54}$
- B.  $1 \times 10^{-14}$
- C.  $1 \times 10^{26}$
- D.  $1 \times 10^{30}$

**Example Item 6**

Part A: Write the expression  $7^{-3} \cdot 7^6$  as a fraction or integer.

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Part B: Explain how you found your answer.

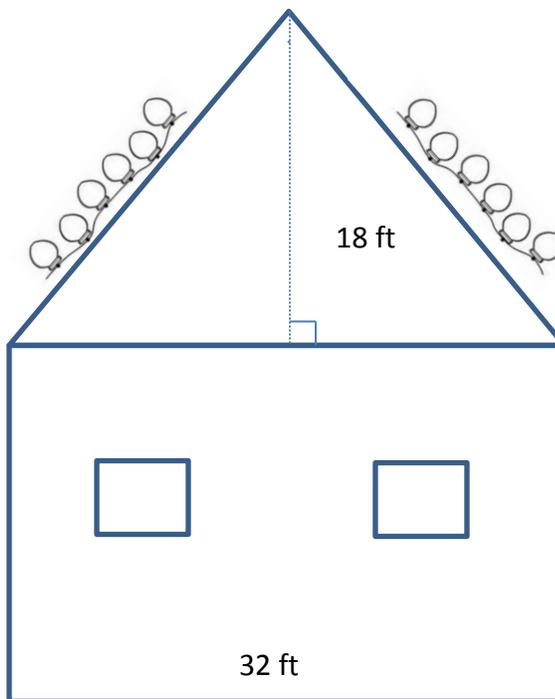
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**Example Item 7**



Jenna wants to hang outdoor strung lights on her house along the roof line and horizontally across, connecting the ends of the roof line to create a triangle.

What is the approximate total length, in feet, of lights that she needs to create one triangle?

- A. 48 feet
- B. 64 feet
- C. 80 feet
- D. 98 feet

**Example Item 8**

For a classroom party, there are 12 bottles of fruit punch. Each bottle is filled with 850 cubic centimeters of punch. The fruit punch will be served in cone-shaped paper cups that are 7 centimeters across and 12 centimeters tall.

How many completely full cone-shaped cups of the punch can be poured?

- A. 16
- B. 66
- C. 232
- D. 265

**Example Item 9**

Consider the four tables of values.

A.

x	y
3	0
14	11
8	3

B.

x	y
12	16
6	8
-4	16

C.

x	y
4	-7
-7	-15
-4	23

D.

x	y
-31	-63
42	14
-31	25

Part A: Which table models a relationship that is NOT a function?

---

Part B: Why is the relationship in the answer to Part A NOT a function? Explain your reasoning. (For this practice, use a separate sheet of paper.)

**Example Item 10**

Which equation represents a nonlinear function?

- A.  $y = 3x^3$
- B.  $3x + 2y = 10$
- C.  $y = 15.3$
- D.  $y = 1/4x - 2$

**Example Item 11**

This table of values represents a linear function.

x	y
0	80
4	60
8	40
12	20

Part A: Is the rate of change of this function -5? Explain how you know.

---

---

---

Part B: What is the initial value of this function?

---

**Example Item 12**

Consider this system of equations.

$$-7x + 8y = 1$$

$$4x - 8y = 20$$

What is the  $y$ -coordinate of the solution for this system?

- A. -1
- B. -6
- C. 1
- D. 6

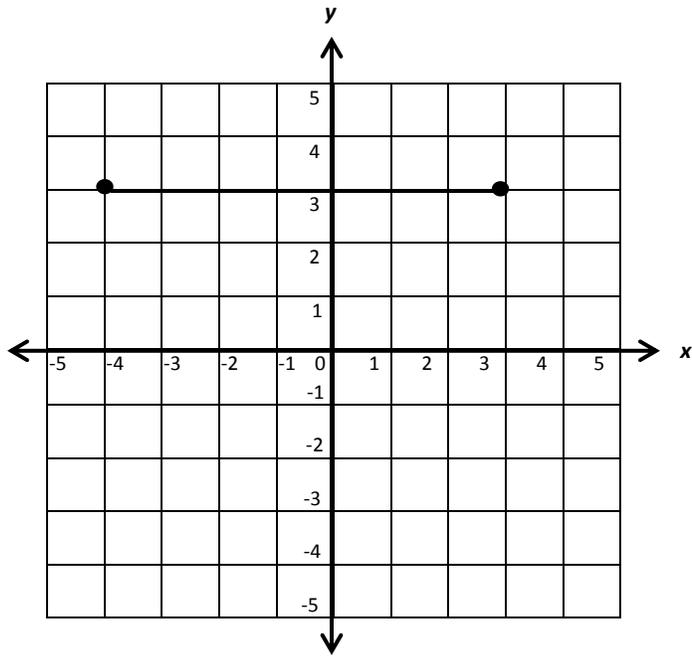
**Example Item 13**

Which system of equations has exactly one solution?

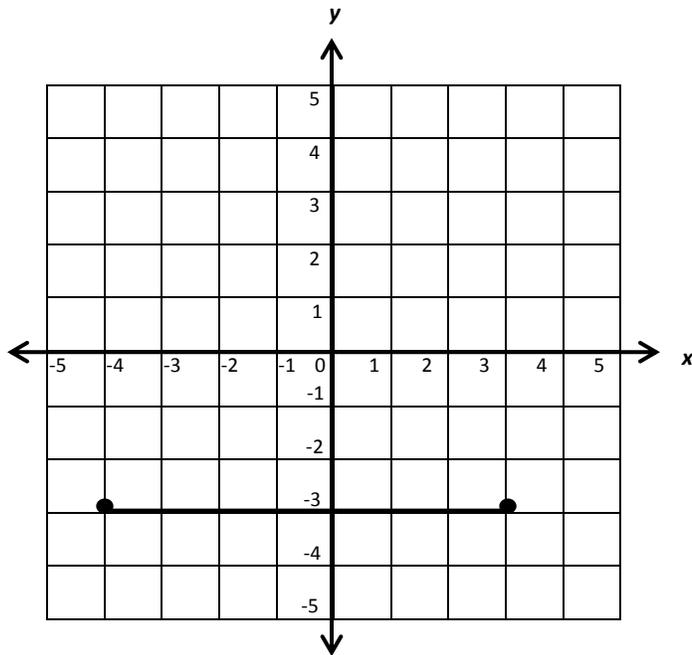
- A.  $5x - y = -3$   
 $5x - y = -2$
- B.  $8x - 3y = -12$   
 $x - 3y = 9$
- C.  $3x - y = 4$   
 $9x - 3y = 12$
- D.  $2x - y = 3$   
 $2x - y = -4$

**Example Item 14**

Look at the graph of a line segment before and after a transformation occurred.



**Before**



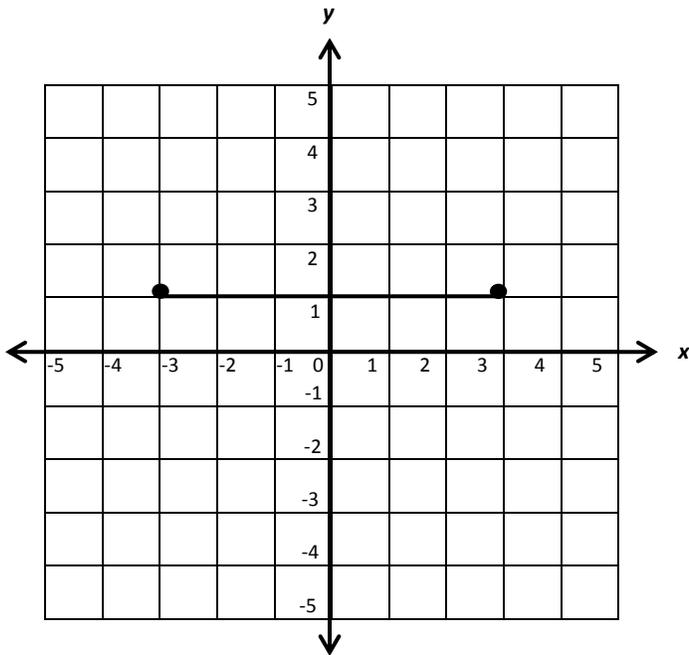
**After**

Which statement describes the transformation that could have been made on the line segment?

- A. The line segment was dilated by a factor of  $\frac{1}{2}$ .
- B. The line segment was rotated  $180^\circ$ .
- C. The line segment was reflected over the x-axis.
- D. The line segment was translated 6 units down and 1 unit left.

**Example Item 15**

A line segment on a graph has endpoints of  $(-3, 1)$  and  $(3, 1)$ . It is translated 5 units down and reflected across the x-axis.



What are the endpoints after the series of transformations?

- A.  $(-3, -4)$  and  $(3, 4)$
- B.  $(-3, -1)$  and  $(3, -1)$
- C.  $(-3, 4)$  and  $(3, 4)$
- D.  $(-3, -6)$  and  $(3, -6)$

**Example Item 16**

Select THREE equations whose graphs are straight lines.

- A.  $y = 7$
- B.  $y = \frac{1}{x}$
- C.  $y = \frac{1}{2}x$
- D.  $3x + y = 10$
- E.  $y = x^2 - 2$
- F.  $x^2 + y^2 = 1$

**Example Item 17**

The two-way table shows some survey results from when 100 Georgia residents were asked whether they were born in Georgia.

**Georgia Residents**

	Born in Georgia	Not Born in Georgia	Total
Female			66
Male	16		
Total		47	

There are values missing from the two-way table. You will need to determine the missing values from the two-way table.

**PART A**

How many of the males surveyed were not born in Georgia?

- A. 16
- B. 18
- C. 29
- D. 34

**PART B**

Select TWO statements that are true about the data.

- A. There were more males born in Georgia than there were females born in Georgia.
- B. More than half of all residents surveyed were born in Georgia.
- C. More males were born in Georgia than were not born in Georgia.
- D. More females were not born in Georgia than were born in Georgia.
- E. There were more females not born in Georgia than there were males not born in Georgia.

### Mathematics Answer Key

1. B
2. Part A: 2  
Part B: Yes. The equation represents the function because it is a linear function with a slope of 2 and an initial value of 3.
3. Part A: Yes, it is the correct decimal equivalent of the fraction. I know because I divided the numerator, 4, by the denominator, 7. The quotient was the given repeating decimal.  
Part B: The number is rational because by dividing 7 into 4, you eventually start repeating a pattern that leads to a repeating decimal. Repeating decimals are rational numbers.  
Part C:  $\frac{166}{999}$   
Part D: The number is rational because any number that can be written as a fraction with nonzero integers in the numerator and denominator is a rational number.
4. B
5. D
6. Part A: 343 or  $7^3$  or equivalent  
Part B: I found the answer by adding the exponents because the two factors have the same base. The result is 7 to the third power, which equals 343.
7. C
8. B
9. Part A: Table D  
Part B: It is not a function because the same value of  $x$  has two different output values and a function can have only one unique output for every input.
10. A
11. Part A: Yes, that is the correct rate of change. I know because as  $x$  increases by 1,  $y$  decreases by 5.  
Part B: 80
12. B
13. B
14. C
15. C
16. A, C, and D
17. Part A: B  
Part B: B and E

## SCIENCE

- The Grade 8 Science EOG assessment has a total of 75 items.
- The test will be given in two sections.
  - You may have up to 70 minutes per section to complete Sections 1 and 2.
  - The total estimated testing time for the Grade 8 Science EOG assessment ranges from approximately 90 to 140 minutes.

### Content

The Grade 8 Science EOG assessment will measure the Grade 8 Science standards that are described at [www.georgiastandards.org](http://www.georgiastandards.org).

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

- Structure of Matter
- Force and Motion
- Energy and Its Transformations

### Item Types

Operational items in the Science portion of the Grade 8 EOG assessment consist of selected-response (multiple-choice) items. Some items in the field-test positions will be technology-enhanced items.

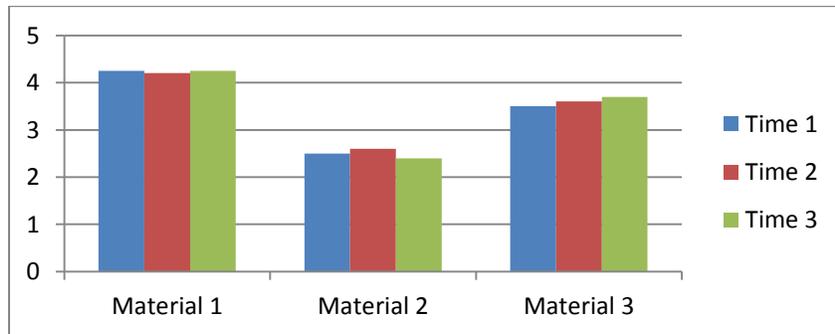
### Example Item 1

How would the gravitational force between Earth and the Sun change if Earth's mass were doubled?

- A. The gravitational force would increase.
- B. The gravitational force would decrease.
- C. The gravitational force would be removed.
- D. The gravitational force would stay the same.

### Example Item 2

#### SOUND IN MATERIALS



Which statement BEST identifies each material based on the time it takes for the sound wave to travel through the material?

- A. Material 1 is a gas; Material 2 is a liquid; Material 3 is a solid.
- B. Material 1 is a liquid; Material 2 is a solid; Material 3 is a gas.
- C. Material 1 is a solid; Material 2 is a gas; Material 3 is a liquid.
- D. Material 1 is a gas; Material 2 is a solid; material 3 is a liquid.

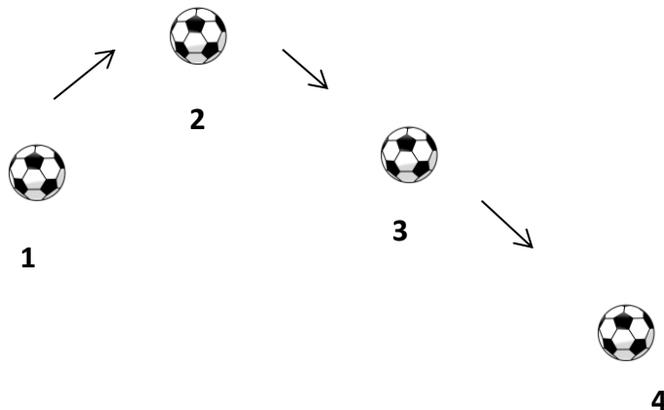
**Example Item 3**

A teacher boils clear liquids in two beakers. Afterward, Beaker A has a white powder left in it, but Beaker B is empty. The teacher states that one beaker contained only water while the other beaker contained salt water. Student 1 reaches the conclusion that Beaker A contained a mixture whereas Beaker B contained a pure substance. Student 2 reaches the conclusion that Beaker A held only water while Beaker B held salt water.

Which student's conclusion is MOST LIKELY correct?

- A. Both students are correct.
- B. Both students are incorrect.
- C. Student 1 is correct, while Student 2 is incorrect.
- D. Student 1 is incorrect, while Student 2 is correct.

**Example Item 4**



Which statement BEST describes the ball's travel in terms of potential and kinetic energy?

- A. The ball has maximum kinetic energy at Point 1 and maximum potential energy at Point 4.
- B. The ball has maximum potential energy at Point 1 and maximum kinetic energy at Point 3.
- C. The ball has maximum potential energy at Point 2 and maximum kinetic energy at Point 4.
- D. The ball has maximum kinetic energy at Point 2 and maximum potential energy at Point 3.

**Example Item 5**

You inflate a balloon with helium. The balloon feels stiff.

Which properties of a gas BEST explain this observation?

- A. The particles are moving quickly and are far apart.
- B. The particles are closely packed and vibrate in place.
- C. The particles slide past each other and are close together.
- D. The particles are closely packed and moving very quickly.

**Example Item 6**

A science teacher places a sealed microwave bag of popcorn on a balance and measures its mass.

She microwaves the popcorn and finds the mass again before opening the bag. The masses are nearly the same.

Which scientific law does this BEST demonstrate?

- A. Law of Cause and Effect
- B. Law of Thermodynamics
- C. Law of Conservation of Volume
- D. Law of Conservation of Matter

**Example Item 7**

What energy transformation causes the blades of an electric fan to move when an electric fan is turned on?

- A. sound to motion
- B. heat to electricity
- C. electricity to motion
- D. motion to electricity

**Example Item 8**

As a race car drives away from an observer, the observer notes that the sound from the car gets quieter and the pitch lowers.

Which statement BEST describes how the sound wave changes as the race car drives away?

- A. The frequency increases and the amplitude increases.
- B. The frequency increases and the amplitude decreases.
- C. The frequency decreases and the amplitude increases.
- D. The frequency decreases and the amplitude decreases.

**Example Item 9**

A student placed a stuffed animal on the dashboard of a car. When the car accelerated quickly, the stuffed animal flew back onto the seat.

Which principle BEST describes the motion of the stuffed animal as the car accelerated?

- A. gravity
- B. inertia
- C. momentum
- D. speed

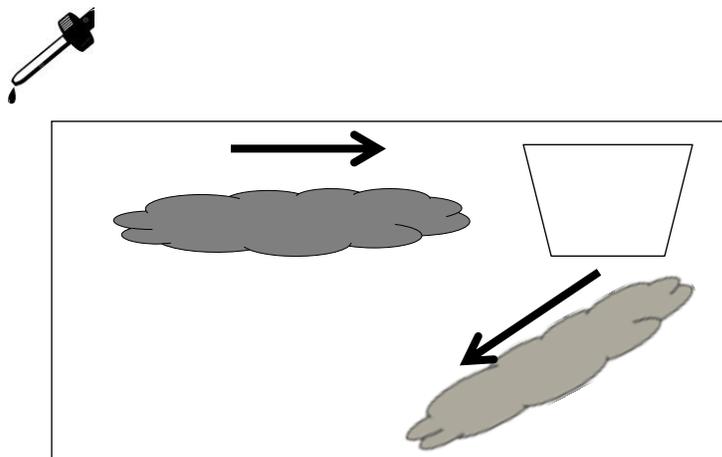
**Example Item 10**

An advertisement claims that a new type of cotton cloth looks red because of the way the cloth is woven and not because of the dye used on the cloth.

Which statement BEST explains why the chemical dye is responsible for the red appearance of the cloth?

- A. The chemical absorbs the light from the visible spectrum except for red that is reflected to the eye.
- B. The chemical absorbs all the red light from the visible spectrum that is reflected to the eye.
- C. The light is refracted and the longest wavelength shows through the one that is red.
- D. The chemical reaction produces a red light that is emitted, so the cloth looks red.

**Example Item 11**



A lab group places an aquarium filled with warm water on a working hot plate. A cup of blue ice with holes in the bottom is floating at one end of the aquarium. Red dye is dropped into the other end of the aquarium. The group then observes that the red dye starts to spread out from one end of the aquarium to the other. They also observe that at the same time, blue water from the cup of ice starts moving across the bottom of the aquarium. Over time, the red dye moves downward and the blue dye moves upward in a circular pattern. One student suggests that this shows how cold from the ice conducts the water around the aquarium.

Which statement is the BEST response to the student's theory?

- A. This shows how different colors of dyes cause water to move in different directions.
- B. This shows how the warm red water radiates heat toward the cool blue water, causing it to sink.
- C. This shows how convection currents move as the water warms and cools, causing it to rise or sink.
- D. This shows how the cold ice cubes in the cup transfer heat to the warm red water, causing it to sink.

**Example Item 12**

Which of these will remain unchanged when a sound wave travels from the air to water?

- A. amplitude
- B. frequency
- C. speed
- D. wavelength

**Example Item 13**

A student plans an experiment to test the Law of Conservation of Energy. The student sets up a pendulum and hypothesizes that the pendulum will not stop. The student finds that the pendulum eventually slows down and stops.

Explain these results in terms of the Law of Conservation of Energy.

- A. The pendulum stopped because air resistance slowed the pendulum, and according to the Law of Conservation of Energy, energy was destroyed.
- B. The pendulum stopped because there was not enough kinetic energy, and according to the Law of Conservation of Energy, the energy was destroyed.
- C. The pendulum stopped due to friction, and according to the Law of Conservation of Energy, no energy is lost, just changed from potential energy to thermal energy.
- D. The pendulum stopped due to gravity, and according to the Law of Conservation of Energy, no energy is lost, just changed from gravitational energy to potential energy.

**Example Item 14**

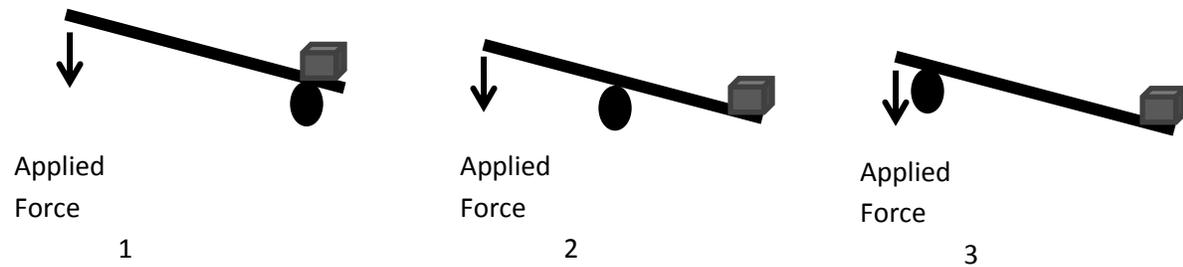
Two equal forces act at the same time on the same stationary object, but in opposite directions.

Which statement describes the object's resulting motion?

- A. The object will accelerate.
- B. The object will change direction.
- C. The object will remain stationary.
- D. The object will move at a constant speed.

**Example Item 15**

Identical materials are used to construct the systems shown to lift a large toy block.



Which statement is TRUE about the diagrams shown?

- A. Diagram 1 will give the greatest mechanical advantage because the fulcrum is placed close to the load (toy block).
- B. Diagram 3 will give the greatest mechanical advantage because the fulcrum is placed far from the load (toy block).
- C. Diagram 3 will give the greatest mechanical advantage because the fulcrum is placed closest to the applied force (toy block).
- D. Diagram 2 will give the greatest mechanical advantage because the fulcrum is placed evenly between the load (toy block) and the applied force.

Science Answer Key

- 1. A
- 2. D
- 3. C
- 4. C
- 5. A
- 6. D
- 7. C
- 8. D
- 9. B
- 10. A
- 11. C
- 12. B
- 13. C
- 14. C
- 15. A

## SOCIAL STUDIES

- The Grade 8 Social Studies EOG assessment has a total of 75 selected-response items.
- The test will be given in two sections.
  - You may have up to 70 minutes per section to complete Sections 1 and 2.
  - You will have about 90 to 140 minutes for the complete Social Studies EOG assessment.

### Content

The Grade 8 Social Studies EOG assessment will measure the Grade 8 Social Studies standards that are described at [www.georgiastandards.org](http://www.georgiastandards.org).

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

- History
- Geography
- Government and Civics
- Economics

### Item Types

Operational items in the Social Studies portion of the Grade 8 EOG consist of selected-response (multiple-choice) items.

### Example Item 1

**Who was the founder of the colony of Georgia?**

- A. Tomochichi
- B. Elijah Clark
- C. Mary Musgrove
- D. James Oglethorpe

### Example Item 2

**Read the information in the box.**

This region of Georgia contains the highest elevation in the state. This area also receives the most rainfall of any of the regions.

- A. Coastal Plain
- B. Valley and Ridge
- C. Appalachian Plateau
- D. Blue Ridge Mountains

**Example Item 3**

In which Native American culture was the shift made from hunting and gathering to farming?

- A. Paleo
- B. Archaic
- C. Woodland
- D. Mississippian

**Example Item 4**

Read the information in the box.

- Many Native Americans converted to a new religion.
- Native Americans allied themselves with various European groups.
- Many Native Americans became ill from newly introduced diseases.
- Native American economies responded to European demand for goods.

Which of these was the MAIN cause of the conditions listed in the box?

- A. the American Revolution
- B. the Spanish search for gold
- C. European exploration and colonization
- D. European involvement in the slave trade

**Example Item 5**

What was one reason for the siege of Savannah during the American Revolution?

- A. to end the colonial blockade of British ships
- B. to end the British military occupation of the city
- C. to force Savannah Loyalists to support the independence movement
- D. to force Savannah businesses to provide military support to the Patriots

**Example Item 6**

How did the development of the cotton gin influence the economy of Georgia?

- A. The planting of cotton became quicker, leading to an increase in farm workers' wages.
- B. Cotton mills in the state became more efficient, helping the South to industrialize.
- C. Cotton could be processed much faster, leading to an increase in the planting of cotton.
- D. Southern plantations moved their cotton swiftly to northern factories, raising the price of cotton.

**Example Item 7**

How did Sherman's March to the Sea affect the state of Georgia?

- A. Sherman's march diverted Union attention from Georgia, allowing the state's militia to recover.
- B. The March to the Sea destroyed Georgia's agriculture and roads, devastating the state's economy.
- C. People in the state were proud that Georgia-born Sherman distinguished himself during the march.
- D. The March to the Sea was the first time the Union army actually entered the state of Georgia.

**Example Item 8**

**Which of these was an effect of the U.S. Supreme Court ruling in *Plessy v. Ferguson*?**

- A. Many African Americans became small business owners.
- B. Many African American youths were required to work in the fields.
- C. African Americans were restricted from entering many public places.
- D. African American students had access to a college education for the first time.

**Example Item 9**

**How was Georgia significant in the life of President Franklin Delano Roosevelt?**

- A. Georgia politicians led the anti-Roosevelt opposition in Congress during the 1930s.
- B. President Roosevelt traveled to Warm Springs frequently to recover from complications of polio.
- C. Georgia's Electoral College votes gave Roosevelt enough votes to win the presidential election in 1932.
- D. President Roosevelt tested his New Deal programs in the state before spreading them across the country.

**Example Item 10**

**How did the development of Atlanta after World War II affect the growth of Georgia?**

- A. Atlanta's growth turned the city into the economic center of the state.
- B. Atlanta's growth marked the end of the state being a leader in agriculture.
- C. As Atlanta grew, the rest of the state saw a decrease in the economy and an increase in poverty.
- D. As Atlanta grew, the rest of the state showed a decrease in population and an increase in the average age of the people.

**Example Item 11**

**Who was the first African American mayor of Atlanta?**

- A. Benjamin Mays
- B. Maynard Jackson
- C. Herman Talmadge
- D. Martin Luther King, Jr.

**Example Item 12**

**How do immigrant groups affect the Georgia economy?**

- A. They reintroduce bartering.
- B. They perform essential jobs and buy goods.
- C. They cause state government revenues to decline.
- D. They revive public and private industry labor unions.

**Example Item 13**

How long is the term of office for Georgia’s governor?

- A. 2 years
- B. 4 years
- C. 5 years
- D. 7 years

**Example Item 14**

Which behavior might cause a juvenile to be treated as an adult during the criminal process?

- A. committing armed robbery
- B. painting graffiti on a building
- C. getting into a fight with someone
- D. driving faster than the speed limit

**Example Item 15**

Which of these is an example of income?

- A. Ali buys a new pair of brand-name sneakers.
- B. Sam takes out a loan to pay for his tuition for college.
- C. Maria puts money into a savings account at her local bank.
- D. Timothy earns an hourly wage working at a fast-food restaurant.

**Example Item 16**

	Forms of City Government		
	Strong Mayor – Council	Weak Mayor – Council	Council – Manager
Executive Role and Responsibility	Most power rests with the mayor	Most power rests with the council	City Manager
Policymaking Responsibility	Power rests with the council, but the mayor may have the ability to veto	Power rests with the council	Council
Who Has the Most Power	Mayor	Council	Council

**Based on the information in the chart, which of these describes an advantage of a weak mayor-council form of government?**

- A. Executive duties are subjected to a system of checks and balances.
- B. Executive power is shared among others rather than reserved for one person.
- C. Executive functions are centralized so that they can be handled by only one person.
- D. Executive responsibility and policymaking are split between two branches of government.

**Example Item 17**

**How has Jimmy Carter contributed to the area of human rights?**

- A. He worked for human rights as a constitutional lawyer in Georgia.
- B. He drafted human rights legislation when he was Georgia's governor.
- C. He placed human rights at the center of his foreign policy as president.
- D. He rescued victims of human rights abuses when he was a naval officer.

**Example Item 18**

**How do immigrant groups affect the Georgia economy?**

- A. They reintroduce bartering.
- B. They perform essential jobs and buy goods.
- C. They cause state government revenues to decline.
- D. They revive public and private industry labor unions.

**Social Studies Answer Key**

- 1. D
- 2. D
- 3. C
- 4. C
- 5. B
- 6. C
- 7. B
- 8. C
- 9. B
- 10. A
- 11. B
- 12. B
- 13. B
- 14. A
- 15. D
- 16. B
- 17. C
- 18. B