SOCIAL STUDIES

Description of Test Format and Organization

The Georgia Milestones EOG assessment is primarily a criterion-referenced test, designed to provide information about how well a student has mastered the grade-level state-adopted content standards in Social Studies. Each student will receive one of four proficiency levels, depending on how well the student has mastered the content standards. In addition to criterion-referenced information, the Georgia Milestones measures will also include a limited sample of nationally norm-referenced items to provide a signal of how Georgia students are achieving relative to their peers nationally. The norm-referenced information provided is supplementary to the criterion-referenced proficiency designation and will not be utilized in any manner other than to serve as a barometer of national comparison. Only the criterion-referenced scores and proficiency designations will be utilized in the accountability metrics associated with the assessment program (such as student growth measures, educator effectiveness measures, or the CCRPI).

The Grade 7 Social Studies EOG assessment consists of a total of 75 selected-response items, 65 of which are operational items (and contribute to a student’s criterion-referenced and/or norm-referenced score) and 10 of which are field test items (newly written items that are being tried out and do not contribute to the student’s score). The criterion-referenced score, and proficiency designation, is comprised of 55 items, for a total of 55 points. Of the 65 operational items, 20 will be norm-referenced and will provide a national comparison in the form of a national percentile rank. Ten of the items have been verified as aligned to the course content standards by Georgia educators and will therefore contribute to the criterion-referenced proficiency designation. The other 10 items will contribute only to the national percentile rank and be provided as supplemental information. Only items that are aligned to the state-adopted content standards will be utilized to inform the criterion-referenced score.

With the inclusion of the norm-referenced items, students may encounter items for which they have not received direct instruction. These items will not contribute to the student’s criterion-referenced proficiency designation; only items that align to the course content standards will contribute to the criterion-referenced score. Students should be instructed to try their best should they ask about an item that is not aligned to the content they have learned as part of the course.
Grade 7 Social Studies EOG Assessment Design

<table>
<thead>
<tr>
<th>Description</th>
<th>Number of Items</th>
<th>Points for CR&lt;sup&gt;1&lt;/sup&gt; Score</th>
<th>Points for NRT&lt;sup&gt;2&lt;/sup&gt; Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>CR Selected-Response Items</td>
<td>45</td>
<td>45</td>
<td>0</td>
</tr>
<tr>
<td>NRT Selected-Response Items</td>
<td>20&lt;sup&gt;3&lt;/sup&gt;</td>
<td>10&lt;sup&gt;4&lt;/sup&gt;</td>
<td>20</td>
</tr>
<tr>
<td>CR Field Test Items</td>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Items/Points&lt;sup&gt;5&lt;/sup&gt;</strong></td>
<td><strong>75</strong></td>
<td><strong>55</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

<sup>1</sup>CR—Criterion-Referenced: items aligned to state-adopted content standards  
<sup>2</sup>NRT—Norm-Referenced Test: items that will yield a national comparison; may or may not be aligned to state-adopted content standards  
<sup>3</sup>Of these items, 10 will contribute to both the CR scores and NRT feedback. The other 10 of these items will contribute to NRT feedback only and will not impact the student’s proficiency designation, scale score, or grade conversion.  
<sup>4</sup>Alignment of national NRT items to course content standards was verified by a committee of Georgia educators. Only approved, aligned NRT items will contribute to a student’s CR proficiency designation, scale score, and grade conversion score.  
<sup>5</sup>Total number of items contributing to CR score: 55; total points: 55; total number of items contributing to NRT feedback: 20; total points: 20

The test will be given in two sections. Students may have up to 70 minutes per section to complete Sections 1 and 2. The total estimated testing time for the Grade 7 Social Studies EOG assessment ranges from approximately 100 to 140 minutes. Total testing time describes the amount of time students have to complete the assessment. It does not take into account the time required for the test examiner to complete pre-administration and post-administration activities (such as reading the standardized directions to students). Sections 1 and 2 must be scheduled to be administered on the same day in one test session following the district’s testing protocols for the EOG measures (in keeping with state guidance).

Content Measured

The Grade 7 Social Studies assessment will measure the standards that are enumerated for Grade 7 as described on [www.georgiastandards.org](http://www.georgiastandards.org).

The content of the assessment is organized into four groupings, or domains, of standards for the purposes of providing feedback on student performance. A content domain is a reporting category that broadly describes and defines the content of the course, as measured by the EOG assessment. The standards for Grade 7 Social Studies are grouped into four domains: Geography, Government and Civics, Economics, and History. Each domain was created by organizing standards that share similar content characteristics. The content standards describe the level of expertise that Grade 7 Social Studies educators should strive to develop in their students. Educators should refer to the content standards for a full understanding of the knowledge, concepts, and skills subject to be assessed on the EOG assessment.

The approximate proportional number of points associated with each domain is shown in the following table. A range of cognitive levels will be represented on the Grade 7 Social Studies EOG assessment. Educators should always use the content standards when planning instruction.
### Grade 7 Social Studies: Domain Structures and Content Weights

<table>
<thead>
<tr>
<th>Domain</th>
<th>Standard</th>
<th>Approximate Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Geography</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SS7G1 (1a, 1b)</td>
<td>SS7G7 (7a, 7b)</td>
<td>35%</td>
</tr>
<tr>
<td>SS7G2 (2a, 2b, 2c)</td>
<td>SS7G8</td>
<td></td>
</tr>
<tr>
<td>SS7G3 (3a)</td>
<td>SS7G9 (9a, 9b)</td>
<td></td>
</tr>
<tr>
<td>SS7G4 (4a, 4b, 4c)</td>
<td>SS7G10 (10a, 10b)</td>
<td></td>
</tr>
<tr>
<td>SS7G5 (5a, 5b)</td>
<td>SS7G11</td>
<td></td>
</tr>
<tr>
<td>SS7G6 (6a)</td>
<td>SS7G12 (12a, 12b, 12c)</td>
<td></td>
</tr>
<tr>
<td><strong>Government and Civics</strong></td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>SS7CG1 (1a, 1b, 1c)</td>
<td>SS7CG5 (5a)</td>
<td></td>
</tr>
<tr>
<td>SS7CG2 (2a, 2b)</td>
<td>SS7CG6 (6a, 6b, 6c)</td>
<td></td>
</tr>
<tr>
<td>SS7CG3 (3a, 3b)</td>
<td>SS7CG7 (7a)</td>
<td></td>
</tr>
<tr>
<td>SS7CG4 (4a, 4b, 4c)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Economics</strong></td>
<td></td>
<td>25%</td>
</tr>
<tr>
<td>SS7E1 (1a, 1b, 1c)</td>
<td>SS7E7 (7a, 7b, 7c, 7d)</td>
<td></td>
</tr>
<tr>
<td>SS7E2 (2a, 2b)</td>
<td>SS7E8 (8a, 8b, 8c)</td>
<td></td>
</tr>
<tr>
<td>SS7E3 (3a, 3b, 3c, 3d)</td>
<td>SS7E9 (9a, 9b, 9c)</td>
<td></td>
</tr>
<tr>
<td>SS7E4</td>
<td>SS7E10 (10a, 10b, 10c, 10d)</td>
<td></td>
</tr>
<tr>
<td>SS7E5 (5a, 5b, 5c)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SS7E6 (6a, 6b, 6c, 6d)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>History</strong></td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>SS7H1 (1a, 1b, 1c, 1d)</td>
<td>SS7H3 (3a, 3b, 3c, 3d, 3e)</td>
<td></td>
</tr>
<tr>
<td>SS7H2 (2a, 2b, 2c, 2d)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Item Types

The Social Studies portion of the Grade 7 EOG assessment consists of selected-response items only.

A selected-response item, sometimes called a multiple-choice item, is defined as a question, problem, or statement that appears on a test followed by several answer choices, sometimes called options or response choices. The incorrect choices, called distractors, usually reflect common errors. The student’s task is to choose, from the alternatives provided, the best answer to the question posed in the stem (the question). The Social Studies selected-response items will have four answer choices.

Social Studies Example Items

Example items, which are representative of three DOK levels across various Grade 7 Social Studies content domains, are provided on the following pages. All example and sample items contained in this guide are the property of the Georgia Department of Education.
Example Item 1

DOK Level: 1

Social Studies Grade 7 Content Domain: Geography

Standard: SS7G9. The student will locate selected features in Southern and Eastern Asia. b. Locate on a world and regional political-physical map the countries of China, India, Indonesia, Japan, North Korea, South Korea, and Vietnam.

Look at the map.

What is the shaded country on the map?

A  Japan  
B  Vietnam  
C  North Korea  
D  South Korea  

Correct Answer: B

Explanation of Correct Answer: The correct answer is choice (B) Vietnam. Vietnam is located in the southeastern part of Asia. Choice (A) is incorrect because Japan is an island nation located to the east of continental Asia. Choices (C) and (D) are incorrect because North and South Korea are located well north of the shaded region.
Example Item 2

DOK Level: 2

Social Studies Grade 7 Content Domain: History

Standard: SS7H2. The student will analyze continuity and change in Southwest Asia (Middle East) leading to the 21st century. d. Explain U.S. presence and interest in Southwest Asia; include the Persian Gulf conflict and invasions of Afghanistan and Iraq.

What is one reason that the United States continues to stay involved in resolving conflicts in Southwest Asia (Middle East)?

A The United States must protect historical sites in this region.
B The United States wants to preserve the cultures of this region.
C The United States is dependent upon the natural resources of this region.
D The United States wants to prevent communism from spreading to this region.

Correct Answer: C

Explanation of Correct Answer: The correct answer is choice (C) The United States is dependent upon the natural resources of this region. The Middle East region is rich in oil and other natural resources that the United States needs, so the United States wants the region to remain free of conflict. Choices (A) and (B) are incorrect because these considerations are not particularly important to the United States. Choice (D) is incorrect because the United States is not concerned about the spread of communism in this region.
Example Item 3

DOK Level: 2

Social Studies Grade 7 Content Domain: Government/Civics

Standard: SS7CG7. The student will demonstrate an understanding of national governments in Southern and Eastern Asia. a. Compare and contrast the federal republic of The Republic of India, the communist state of The People’s Republic China, and the constitutional monarchy of Japan, distinguishing the form of leadership and the role of the citizen in terms of voting rights and personal freedoms.

How do the governments of Japan and China treat their citizens differently?

A  Chinese citizens must attend college.
B  Japanese citizens can practice freedom of speech.
C  Chinese citizens must belong to a labor union.
D  Japanese citizens are required to serve in the military.

Correct Answer: B

Explanation of Correct Answer: The correct answer is choice (B) Japanese citizens can practice freedom of speech. In China, the government does not allow freedom of speech and has tight restrictions on some types of media, such as the Internet. Choices (A) and (C) are incorrect because China does not require citizens to attend college or belong to a labor union. Choice (D) is incorrect because military service in Japan is optional.
Example Item 4

DOK Level: 3

Social Studies Grade 7 Content Domain: Geography

Standard: SS7G8. The student will describe the diverse cultures of the people who live in Southwest Asia (Middle East). e. Evaluate how the literacy rate affects the standard of living.

Look at the graphs.

*These are the most recent data available.

**GDP per capita is the GDP per person.

Source: CIA, The World Factbook

Which conclusion is supported by the information in these graphs?

A  The literacy rate of a country has little effect on the standard of living.
B  The literacy rate is higher in countries with a higher standard of living.
C  The citizens of Afghanistan are more educated than the citizens of Iran.
D  The citizens of Iran earn more on average than the citizens of Saudi Arabia.

Correct Answer: B

Explanation of Correct Answer: The correct answer is choice (B) The literacy rate is higher in countries with a higher standard of living. The graphs show that countries with higher GDPs—Iran and Saudi Arabia—have higher literacy rates, while Afghanistan has a very low GDP and very low literacy rate. Choice (A) is incorrect because the graphs show a strong relationship between literacy rate and standard of living. Choice (C) is incorrect because the first graph shows a higher literacy rate in Iran than in Afghanistan. Choice (D) is incorrect because the second graph shows a higher GDP in Saudi Arabia than in Iran.
Example Item 5

DOK Level: 3

Social Studies Grade 7 Content Domain: Economics

Standard: SS7E3. The student will describe factors that influence economic growth and examine their presence or absence in Nigeria and South Africa. b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).

Look at the table.

<table>
<thead>
<tr>
<th>Country</th>
<th>Gross Domestic Product (GDP)</th>
<th>Percentage Contribution of Agriculture to Total GDP</th>
<th>Percentage Contribution of Industries to Total GDP</th>
<th>Percentage Contribution of Services to Total GDP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kenya</td>
<td>$31.42 billion</td>
<td>23.8%</td>
<td>16.7%</td>
<td>59.5%</td>
</tr>
<tr>
<td>Nigeria</td>
<td>$220.3 billion</td>
<td>18%</td>
<td>50.9%</td>
<td>31.1%</td>
</tr>
</tbody>
</table>

Source: CIA, The World Factbook

Which conclusion can be drawn from the information in the table?

A  Kenya has more natural resources than Nigeria.
B  Nigeria has relied less on foreign aid than Kenya.
C  Nigeria has invested in more capital goods than Kenya.
D  Kenya has spent more money on education than Nigeria.

Correct Answer: C

Explanation of Correct Answer: The correct answer is choice (C) Nigeria has invested in more capital goods than Kenya. The table shows that Nigeria has invested much more heavily than Kenya in industry, where capital goods such as machinery are frequently used. Choices (A), (B), and (D) are incorrect because the table does not give any information about quantity of natural resources, foreign aid, or education.
Social Studies Additional Sample Items

This section has two parts. The first part is a set of 10 sample items for the Social Studies portion of the EOG assessment. The second part contains a table that shows for each item the standard assessed, the DOK level, the correct answer (key), and a rationale/explanation about the key and distractors. The sample items can be utilized as a mini-test to familiarize students with the item formats found on the assessment. All example and sample items contained in this guide are the property of the Georgia Department of Education.
Item 1

Look at the chart.

<table>
<thead>
<tr>
<th>Country</th>
<th>Form of Government</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iran</td>
<td>Theocracy</td>
</tr>
<tr>
<td>Israel</td>
<td>Parliamentary democracy</td>
</tr>
<tr>
<td>Saudi Arabia</td>
<td>Monarchy</td>
</tr>
</tbody>
</table>

Which of these describes how Saudi Arabia's government is different from the government of Israel?

A  Saudi Arabia is led by elected officials.
B  Saudi Arabia's legislature selects the prime minister.
C  Saudi Arabia is governed by members of a royal family.
D  Saudi Arabia's government has a system of checks and balances.

Item 2

Which statement relates to a religious group rather than an ethnic group?

A  Hakeem is Arab.
B  Kim speaks Japanese.
C  Joseph is a nomadic herder.
D  Meera believes in reincarnation.
Item 3

Look at the map.

Which letter on the map shows the location of the Indus River?

A  A  B  B  C  C  D  D

Item 4

Which of these has been a source of conflict between Israelis and Palestinians in the Middle East?

A  differing political systems
B  opposing economic systems
C  competing claims to the land
D  contrasting views about the role of women
Item 5

Look at the information in the chart.

<table>
<thead>
<tr>
<th>Country</th>
<th>Male Literacy Rate (population over 15 years of age)</th>
<th>Female Literacy Rate (population over 15 years of age)</th>
<th>Total Literacy Rate (population over 15 years of age)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sudan</td>
<td>72%</td>
<td>51%</td>
<td>61%</td>
</tr>
<tr>
<td>Kenya</td>
<td>91%</td>
<td>80%</td>
<td>85%</td>
</tr>
<tr>
<td>United States</td>
<td>99%</td>
<td>99%</td>
<td>99%</td>
</tr>
</tbody>
</table>

Note: Numbers in the chart have been rounded.
Source: CIA, *The World Factbook*

Based on the information in this chart, which conclusion can be drawn about the education of women in Sudan?

A  Women are more likely to go to college than men are.
B  Women are required by law to graduate from high school.
C  Women are given limited access to educational opportunities.
D  Women are more likely to go to school in another country than men are.

Item 6

A country decides to invest more money into its factories and technologies. Which of these would MOST LIKELY occur due to this investment?

A  The cost of exporting goods would increase.
B  The amount of goods imported would increase.
C  The cost of raw materials within the country would increase.
D  The gross domestic product (GDP) of the country would increase.
Item 7

Read the information in the box.

Chinese officials predict the river’s remaining plant and wildlife species will be killed off completely if the dumping of sewage and industrial and agricultural waste is not stopped.

According to the information, what environmental issue is China facing?

A  pollution of the Yangtze River
B  overfishing of the Ganges River
C  desertification on land near the Ganges River
D  deforestation on the banks of the Yangtze River

Item 8

Which of these is associated with the end of apartheid in South Africa?

A  All nonwhites were treated unfairly.
B  All South Africans were allowed to vote.
C  People of different races attended different schools.
D  Race determined where people in South Africa lived.
Item 9

Read the newspaper article.

Recent Study Shows Entrepreneurship Is on the Rise in Saudi Arabia

A recent study shows that many young adults in Saudi Arabia are opening diverse and fast-growing companies. These companies will provide opportunities for economic growth throughout the nation.

Based on the newspaper article, how will entrepreneurship MOST LIKELY help economic growth in Saudi Arabia?

A  by protecting the environment  
B  by creating goods and services  
C  by increasing governmental power  
D  by eliminating disease and conflict

Item 10

Because Japan has limited natural resources, it specializes in producing electronic goods. What does this MOST enable Japan to do?

A  increase the rights of citizens  
B  encourage population growth  
C  compete in the global economy  
D  increase environmental protections
# Social Studies 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>SS7CG5a</td>
<td>2</td>
<td>C</td>
<td>The correct answer is choice (C) Saudi Arabia is governed by members of a royal family. Saudi Arabia is led by royalty, whereas Israel is led by a parliament and a prime minister. Choices (A), (B), and (C) are incorrect because they do not accurately describe Saudi Arabia's system of government.</td>
</tr>
<tr>
<td>2</td>
<td>SS7G12a</td>
<td>2</td>
<td>D</td>
<td>The correct answer is choice (D) Meera believes in reincarnation. Reincarnation, the idea of being reborn after death, is a religious belief rather than a characteristic of an ethnic group. Choice (A) is incorrect because Arabs are an ethnic group. Choice (B) is incorrect because it describes a spoken language. Choice (C) is incorrect because it describes a lifestyle.</td>
</tr>
<tr>
<td>3</td>
<td>SS7G09a</td>
<td>1</td>
<td>A</td>
<td>The correct answer is choice (A) A. The Indus River extends from China through Pakistan. Choice (B) is incorrect because it shows the Ganges River. Choice (C) is incorrect because it shows the Yangtze River. Choice (D) is incorrect because it shows the Mekong River.</td>
</tr>
<tr>
<td>4</td>
<td>SS7H2c</td>
<td>2</td>
<td>C</td>
<td>The correct answer is choice (C) competing claims to the land. Israelis and Palestinians have had conflicts over land in the Middle East, particularly in the West Bank and the Gaza Strip. Choices (A), (B), and (D) are incorrect because they do not describe major sources of conflict between Israelis and Palestinians in the Middle East.</td>
</tr>
<tr>
<td>5</td>
<td>SS7CG3a</td>
<td>3</td>
<td>C</td>
<td>The correct answer is choice (C) Women are given limited access to educational opportunities. The chart shows that the literacy rate for women in Sudan is 51%, far lower than the rate for men (72%), which indicates that women are given fewer educational opportunities than men are. Choices (A) and (B) are incorrect because the chart shows that women have fewer educational opportunities. Choice (D) is incorrect because the chart does not suggest that Sudanese women move elsewhere.</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>
<td>------------------</td>
<td>-----------</td>
<td>----------------</td>
<td>-------------</td>
</tr>
<tr>
<td>6</td>
<td>SS7E3b</td>
<td>2</td>
<td>D</td>
<td>The correct answer is choice (D) The gross domestic product (GDP) of the country would increase. GDP is a calculation of the value of all goods and services produced in a country, so a country that builds more factories and invests in technologies would likely produce more goods and see its GDP rise. Choices (A), (B), and (C) are incorrect because they do not suggest likely effects of a country’s investment in factories and technologies.</td>
</tr>
<tr>
<td>7</td>
<td>SS7G10a</td>
<td>2</td>
<td>A</td>
<td>The correct answer is choice (A) pollution of the Yangtze River. Dumping sewage and industrial and agricultural wastes cause river pollution, which in turn threatens plant and wildlife species. Choices (B), (C), and (D) are incorrect because dumping sewage and wastes does not result in overfishing, desertification, or deforestation.</td>
</tr>
<tr>
<td>8</td>
<td>SS7H1c</td>
<td>2</td>
<td>B</td>
<td>The correct answer is choice (B) All South Africans were allowed to vote. Under apartheid, white South Africans had many rights (such as voting) that were denied to nonwhites, but the end of apartheid brought equal rights to nonwhites. Choices (A), (C), and (D) are incorrect because they describe policies that existed during apartheid.</td>
</tr>
<tr>
<td>9</td>
<td>SS7E7d</td>
<td>3</td>
<td>B</td>
<td>The correct answer is choice (B) by creating goods and services. Entrepreneurs create businesses that provide goods and services to customers. Choices (A), (C), and (D) are incorrect because they do not describe the role of entrepreneurs.</td>
</tr>
<tr>
<td>10</td>
<td>SS7E9a</td>
<td>2</td>
<td>C</td>
<td>The correct answer is choice (C) compete in the global economy. Specialization encourages trade between countries. Choices (A), (B), and (D) are incorrect because they do not describe the main effect of specialization on Japan.</td>
</tr>
</tbody>
</table>