



Milestones On The Horizon

Instructional Learning Conference
February 25, 2016
Decatur, Georgia

Anthony (Tony) Eitel
Assessment Division

Georgia's Student Assessment Landscape



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Current Programs

- Georgia Milestones Assessment System (Gr. 3-8 and HS)
- Georgia Kindergarten Inventory of Developing Skills (GKIDS)

Special Population Programs

- ACCESS for ELLs (K-12) and Alternate ACCESS for ELLs (1-12)
- Georgia Alternate Assessment (GAA) (Gr. 3-8 and HS)

National Assessment

- National Assessment of Educational Progress (NAEP) (Gr. 4, 8, and 12)

Discontinued/Former Programs

- CRCT [replaced by GA Milestones in grades 3-8]
- End of Course Tests (EOCT) [replaced by GA Milestones in high school]
- Georgia High School Graduation Tests (GHS GT)
- Georgia High School Writing Test (GHS WT)
- Writing Assessments (Grades 3, 5, and 8)

Georgia Milestones



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Paramount principles guiding Georgia Milestones:

- ✓ be sufficiently challenging to ensure Georgia students are well positioned to compete with other students across the United States and internationally;
- ✓ consistent signal about student achievement both within system (across grades and courses) and with external measures (NAEP; PSAT; SAT; ACT)
- ✓ be intentionally designed across grade levels to send a clear signal of student progress/growth and preparedness for the next level, be it the next grade level, course, or college or career.

Comprehensive – Coherent – Consolidated

Georgia Milestones



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- Grades 3 – 8
 - End of Grade (EOG) in language arts, mathematics, science, social studies
- High School
 - End of Course (EOC) in 9th Grade Literature & Composition, American Literature & Composition, Coordinate Algebra, Analytic Geometry, Algebra I, Geometry, Physical Science, Biology, US History, and Economics

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Georgia Milestones



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General Test Parameters

- ELA will consist of 3 sections
 - Section 3 focuses mainly on writing and occurs on a day separate from Sections 1 & 2
- Mathematics consists of 2 sections
- Science consists of 2 sections
- Social Studies consists of 2 sections

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Policy Uses: Georgia Milestones



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- The End of Course (EOC) measures serve as the **final exam** and comprise **20% of a student's final course grade**
 - 15% for students enrolled in grade nine for the first time prior to July 1, 2011
- Eligible students may seek to demonstrate **subject area competency** ("test-out") before enrolling in a course with an associated EOC
- The End of Grade (EOG) measures help determine **promotion/retention status** in grade 3 (reading), grade 5 (reading and mathematics), and grade 8 (reading and mathematics)
 - A reading designation (Below or At/Above Grade Level) is provided to inform promotion status. A retest will be available in the content area of ELA for those who require a retest.
 - For mathematics, students in the *Beginning Learner* Achievement Level require a retest (grades 5 & 8).
- Informs Georgia's **accountability** measures
- Provides a **college and career readiness** signal

Spring Georgia Milestones Training Dates



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INSIGHT Installation

- ✓ February 22 (10:00 am)
- ✓ February 24 (10:00 am) (Live repeat)
 - ❖ System Test Coordinators/System Tech Coordinators

Spring/Summer EOG & EOC Pre-Administration

- March 1 (10:00 am)
- March 2 (1:00 pm) (Live repeat)
- March 3 (10:00 am) (Live repeat)
 - ❖ System Test Coordinators

Spring/Summer EOG & EOC eDIRECT Online Test Set-Up Training

- March 7 (1:00 pm)
- March 21 (1:00 pm) (Live repeat)
 - ❖ System Test Coordinators (Local districts may invite School TC's if desired)

EOG Key Dates



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- Availability of eDIRECT for EOG online test session creation, etc.: No later than March 14
- Spring EOG Paper Materials Delivery Begin: March 21
- EOG Main State Testing Window: April 4-May 6
- Summer EOG Retest Paper Materials Delivery Begins: Late April TBD
- Availability of eDIRECT for EOG summer online retest session creation, etc.: No later than April 25
- EOG Summer Retest Administration Window: May 16 – July 22

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EOC Key Dates



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- Availability of eDIRECT for EOC online test session creation, etc.: No later than April 4
- Spring EOC Paper Materials Delivery Begin: April 11
- Summer EOC Enrollment Counts Collected: April 11-22
- EOC Main State Testing Window: April 25-June 3
- Availability of eDIRECT for EOC summer online test session creation, etc.: No later than May 30
- Summer 2016 EOC Paper Materials Delivery Begins: June 6
- EOC Summer Main Administration: June 20-July 22
 - Retests & "Test-Outs" allowed

Promotion & Retention

2015-2016 School Year



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Reading – Grades 3, 5, and 8

Student performance on the reading portion of the ELA test will be used to provide a grade level reading determination:

Below Grade Level or On/Above Grade Level

Students who receive **Reading and Vocabulary domain designation** of **Below Grade Level** need remediation and are to retest in ELA.

Students who retest will take the full ELA test (Sections 1, 2, and 3) . . .
which requires two (2) days to complete.

Mathematics remains a one-day session as in the past.

Promotion & Retention



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Spring 2015 Reading Performance

Reading Performance		
Grade	Below Grade Level	On/Above Grade level
3	31%	69%
4	41%	59%
5	34%	66%
6	40%	60%
7	29%	71%
8	29%	71%
9 th Grade Lit	27%	73%
American Lit	30%	70%

Promotion & Retention



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2015-2016 School Year

Mathematics – Grades 5 and 8

Students must achieve the **Developing Learner** achievement level to be considered eligible for promotion.

- These students have demonstrated partial proficiency of the grade level concepts and skills and can proceed to the next grade level when provided focused instructional support in the needed areas; their learning should be actively monitored to ensure their success.

Student who achieve the **Beginning Learner** require remediation and the opportunity to retest. These students need substantial academic support.

Promotion & Retention



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Spring 2015 Mathematics Performance

Mathematics Performance		
Grade	Beginning Learner	Developing Learner & Above
3	21%	79%
4	20%	80%
5	25%	75%
6	25%	75%
7	30%	70%
8	24%	76%
Coordinate Alg	31%	69%
Analytic Geo	35%	65%

EOG Retests Summer 2016



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EOG Retest Administrations resume with the Summer 2016 Retest as follows:

➤ **May 16 – July 22, 2016**

For students requiring a retest in grades 3, 5, and 8

- The ELA test will contain three sections, and occur over two days, as is the case during the Main Administration.
- The mathematics retest will contain two sections, and require a single day of testing, as is the case during the Main Administration.
- System Test Coordinators were asked in January's Georgia Milestones enrollment collection to indicate if their district planned to administer the retest via paper, online, or in a mixed mode of both.

Achievement Levels



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Beginning Learners do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students *need substantial academic support* to be prepared for the next grade level or course and to be on track for college and career readiness.

Developing Learners demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified by in Georgia's content standards. The students *need additional academic support* to ensure success in the next grade level or course and to be on track for college and career readiness.

Proficient Learners demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students *are prepared* for the next grade level or course and are on track for college and career readiness.

Distinguished Learners demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students *are well prepared* for the next grade level or course and are well prepared for college and career readiness.

Types of Scores



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- **Scale Scores**

- Range varies depending on grade level and content area

- **Achievement Levels**

- **Achievement Level Cuts**

- Developing Learner: 475
- Proficient Learner: 525
- Distinguished Learner: varies from 555 to 610

- **Grade Conversion Scores (EOC Only)**

- **Grade Conversion Score Ranges**

- Beginning Learner: 0-67
- Developing Learner: 68-79
- Proficient Learner: 80-91
- Distinguished Learner: 92-100

- **Domain Signals**

- **Norm-Referenced Scores – intended as a *barometer* for educators/parents**

- National Percentile Rank (NPR) – NPR Range (based on SEM)
- Norm Curve Equivalencies (NCE) – Provided on summary reports only

Domain Signals



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English Language Arts

- **Reading Status**
 - Below Grade Level
 - On Grade Level or Above
 - Lexile Score
- **Writing Scores**
 - Extended Writing Task – rubric score by trait
 - Ideas, Organization & Coherence [number of points earned out of 4]
 - Language Usage and Conventions [number of points earned out of 3]
 - Narrative Writing [number of points earned out of 4 possible]

Domain Signals

Mathematics, Science, Social Studies

- Remediate Learning
- Monitor Learning
- Accelerate Learning

Domain Performance:

What is the likelihood the student would achieve proficiency on the test given his/her performance in the domain?

End of Grade - Individual Student Report (ISR) Sample



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**** Illustration purposes only ****

SAMPLE STUDENT NAME BIRTHDATE: MM/DD/YYYY CLASS NAME: ANY CLASS
GTID: 1234567890 TEST DATE: 03/30/15 SCHOOL NAME: ANY SCHOOL
 FORM: 5T SYSTEM NAME: ANY SYSTEM

Individual Student Report End-of-Grade Assessment Spring 2015 Grade 7



The Georgia Milestones Assessment System spans grades 3 through high school and measures how well students have learned the knowledge and skills outlined in the state content standards in English Language Arts, Mathematics, Science, and Social Studies. Georgia Milestones provides information about each student's achievement and readiness for his or her next level of learning—be it the next grade, course, or endeavor such as college or career.

This report summarizes your student's performance on the Spring 2015 Georgia Milestones End-of-Grade (EOG) Assessment. The first page provides an overview of all four content areas. Additional pages provide more details about your student's performance in each content area.

Your student's performance on the Georgia Milestones End-of-Grade Assessment for Grade 7

CONTENT AREA	ENGLISH LANGUAGE ARTS	MATHEMATICS	SCIENCE	SOCIAL STUDIES
	LEVEL 3 PROFICIENT LEARNER	LEVEL 2 DEVELOPING LEARNER	LEVEL 4 DISTINGUISHED LEARNER	PRESENT, TEST NOT ATTEMPTED
ACHIEVEMENT LEVEL				
SCALE SCORE	540 CA* Scale Score Range 525-591	500 Scale Score Range 475-524	590 Scale Score Range 589-745	PTNA

Achievement Levels

LEVEL 1: BEGINNING LEARNERS do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need substantial academic support to be prepared for the next grade level or course and to be on track for college and career readiness.

LEVEL 2: DEVELOPING LEARNERS demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need additional academic support to ensure success in the next grade level or course and to be on track for college and career readiness.

LEVEL 3: PROFICIENT LEARNERS demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are prepared for the next grade level or course and are on track for college and career readiness.

LEVEL 4: DISTINGUISHED LEARNERS demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are well prepared for the next grade level or course and are well prepared for college and career readiness.

*CA - shows that your student took the test with a Conditional Administration. A test score resulting from a conditional administration must be interpreted in light of the specific accommodations provided the student during testing.

SAMPLE STUDENT NAME BIRTHDATE: MM/DD/YYYY CLASS NAME: ANY CLASS
GTID: 1234567890 TEST DATE: 03/30/15 SCHOOL NAME: ANY SCHOOL
 FORM: 5T SYSTEM NAME: ANY SYSTEM

English Language Arts Grade 7



Achievement Level	Scale Score	Domain Category	Performance
✓ Level 3: Proficient Learner	540 CA*	Reading and Vocabulary	Grade Level or Above
Proficient Learners demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are prepared for the next grade level or course and are on track for college and career readiness.		Extended Writing informational/explanatory essay score: Idea Development, Organization and Coherence Language Usage and Conventions Narrative Writing Response score:	3 out of 4 points 2 out of 3 points Condition Code C

Standard Error of Measurement (SEM): A scale score of 540 indicates your student's achievement on the day of testing. If your student were to take the same test again, it is likely that his or her score would be within the standard error of measurement range of 522-558.

Comparison to the School, System, and State				
The school, system, and state bar graphs reflect the mean scale score for the group.				
Achievement Levels	Student	School	System	State
Level 4: Distinguished Learner Scale Score Range: 592-785				
Level 3: Proficient Learner Scale Score Range: 525-591	540 CA*	515	500	575
Level 2: Developing Learner Scale Score Range: 475-524				
Level 1: Beginning Learner Scale Score Range: 165-474				

Comparison to a National Sample of Students		
National Percentile	National Percentile Range	
Your student's performance can be compared to other students nationally in Reading. A subset of items in the End-of-Grade assessment is from TerraNova, a nationally normed achievement test.	60	A national percentile of 60 means that your student performed as well as or better than 60 percent of the national norming group. If the student were to take the test again, he or she would be expected to obtain a national percentile rank within the National Percentile Range.
		52-88

Your Student's Lexile Information		Leisure Reading: 730L-830L	
Lexile Measure: 830L Lexile Range: 730L-880L		Suggested Titles	Author
		A Farewell to Arms The Broken Bridge Midnight Hour Encores	Hemingway, Ernest Pullman, Philip Brooks, Bruce
		Motivating Challenge: 830L-880L	Author
		A Semester in the Life of a Garbage Bag The October Heroe Wuthering Heights	Korman, Gordon Honing, Donald Bronte, Emily
			Lexile
			730L 780L 820L 840L 860L 880L

Condition Codes for Writing
 A = Blank, B = Copied, C = Illegible/Too Limited to Score, D = Non-English/Foreign Language, E = Off-Topic/Offensive

*CA - shows that your student took the test with a Conditional Administration. A test score resulting from a conditional administration must be interpreted in light of the specific accommodations provided the student during testing.

End of Course - Individual Student Report (ISR) Sample



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SAMPLE STUDENT NAME BIRTHDATE: MM/DD/YYYY CLASS NAME: ANY CLASS
GTID: 1234567890 TEST DATE: 03/30/15 SCHOOL NAME: ANY SCHOOL
FORM: 5T SYSTEM NAME: ANY SYSTEM

Individual Student Report End-of-Course Assessment United States History Spring 2015



The Georgia Milestones Assessment System spans grades 3 through high school and measures how well students have learned the knowledge and skills outlined in the state content standards in English Language Arts, Mathematics, Science, and Social Studies. Georgia Milestones provides information about each student's achievement and readiness for his or her next level of learning—be it the next grade, course, or endeavor such as college or career.

This report summarizes your student's performance on the Spring 2015 Georgia Milestones End-of-Course (EOC) Assessment. The first page provides an overview of the student's overall performance on the EOC for a particular course. The second page provides more details about your student's performance.

Your student's overall performance on the Georgia Milestones End-of-Course Assessment for United States History

CONTENT AREA	ACHIEVEMENT LEVEL	SCALE SCORE	GRADE CONVERSION SCORE
United States History	LEVEL 1 BEGINNING LEARNER 	320 Scale Score Range 215-474	27

Grade Conversion Score: A student's score converted to a 0-100 scale.

Achievement Levels

LEVEL 1: BEGINNING LEARNERS do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need substantial academic support to be prepared for the next grade level or course and to be on track for college and career readiness.

LEVEL 2: DEVELOPING LEARNERS demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need additional academic support to ensure success in the next grade level or course and to be on track for college and career readiness.

LEVEL 3: PROFICIENT LEARNERS demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are prepared for the next grade level or course and are on track for college and career readiness.

LEVEL 4: DISTINGUISHED LEARNERS demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are well prepared for the next grade level or course and are well prepared for college and career readiness.

SAMPLE STUDENT NAME BIRTHDATE: MM/DD/YYYY CLASS NAME: ANY CLASS
GTID: 1234567890 TEST DATE: 03/30/15 SCHOOL NAME: ANY SCHOOL
FORM: 5T SYSTEM NAME: ANY SYSTEM

United States History Spring 2015



Achievement Level	Scale Score	Domain Category	Performance
<input checked="" type="checkbox"/> Level 1: Beginning Learner	320	Colonization through the Constitution	<input type="radio"/> Remediate Learning
Beginning Learners do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need substantial academic support to be prepared for the next grade level or course and to be on track for college and career readiness.		New Republic through Reconstruction	<input type="radio"/> Remediate Learning
		Industrialization, Reform, and Imperialism	<input type="radio"/> Remediate Learning
		Establishment as a World Power	<input type="radio"/> Remediate Learning
		Post World War II to the Present	<input type="radio"/> Remediate Learning

Standard Error of Measurement (SEM): A scale score of 320 indicates your student's achievement on the day of testing. If your student were to take the same test again, it is likely that his or her score would be within the standard error of measurement range of 291-349.

Domain Mastery
 Remediate Learning Monitor Learning Accelerate Learning

Comparison to the School, System, and State					
The school, system, and state bar graphs reflect the mean scale score for the group.					
Achievement Levels	Student	School	System	State	
Level 4: Distinguished Learner Scale Score Range: 590-765					
Level 3: Proficient Learner Scale Score Range: 525-589		530	550	525	
Level 2: Developing Learner Scale Score Range: 475-524					
Level 1: Beginning Learner Scale Score Range: 215-474	320				

Comparison to a National Sample of Students		
National Percentile	National Percentile Range	
Your student's performance can be compared to other students nationally in United States History. A subset of items in the End-of-Course assessment is from TerraNova, a nationally normed achievement test.	10	A national percentile of 10 means that your student performed as well as or better than 10 percent of the national norming group. If the student were to take the test again, he or she would be expected to obtain a national percentile rank within the National Percentile Range.
		2-18

Score Interpretation Guides (SIG)



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- Two Score Interpretation Guides (SIG) are available
 - One for the End of Grade measures and one for the End of Course measures
- These guides provide information regarding the Georgia Milestones tests and scores, including:
 - Sample student and summary reports with descriptions of terms
 - Types of test scores
 - Guidance for understanding test results
 - Achievement Levels

Transition to Georgia Milestones: Resources Available



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- Content standards
 - frameworks, formative lessons
 - www.georgiastandards.org
- Sample items
 - Assessment Guides & Student/Parent Resource & Study Guides
 - Formative/benchmark items
 - Released items via NAEP
 - Item Samplers – **NEW POSTING!**
- Formative Assessment Practices (FIP)
- Student/Parent Resource & Study Guides
 - intended to support learning, not intended to supplant quality classroom instruction
- Parent Question & Answer Brochure/Flyer
- EOG & EOC Assessment Guides
 - includes standards assessed and sample items
- Experience Online Testing Georgia (public, 24/7 site)
- Secure Practice Tests (within eDIRECT)
- Achievement Level Descriptors (ALDs)
- EOC & EOG Score Interpretation Guides
- *Eliciting Evidence of Student Learning Modules*
- Test Blueprints/Content Weights
- Technology Requirements
- Calculator Policy
- Allowable Accommodations (SWD & EL)

**More details in
sessions today!**

Item & Scoring Samplers



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- Located under EOG and EOC Resources
- Organized by grade or course
- Contain example open-ended items, rubrics, and scored and annotated student responses
- These documents are intended to communicate about the assessment; they are not instructional resources although the items may be used in classrooms
- The documents contain open-ended items that are illustrative of those on Georgia Milestones – many that were on last year's test forms; they are not all inclusive
- Remember the scoring philosophy is to award points for what the student has done rather than subtract points
- Georgia teachers are involved in the scoring process through range finding

Keyboarding/Writing



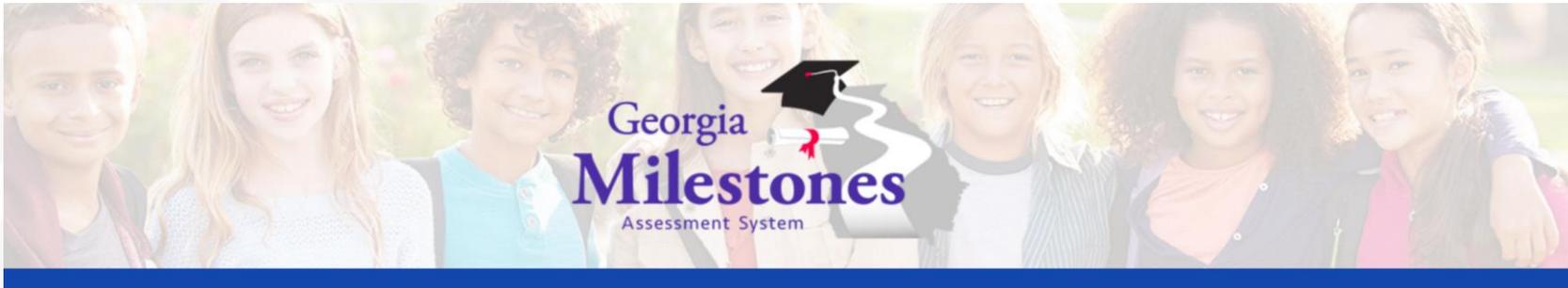
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- Georgia Milestones does not measure keyboarding skills
 - The Item Samples should help alleviate concerns
 - Please keep the focus on **content and skills**
- Writing using technology is included in ELA content standards at *every* grade level assessed
 - Remember the standards are used as the basis of instruction...assessment measures what students have learned *as a result of instruction* (and again, GM does not measure keyboarding!!)
 - While assistance or guidance may be provided during instruction, it is not appropriate during assessment
- Remember, students are not expected to produce final drafts in the time allotted for writing – typos are expected

Experience Online Testing Georgia



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Welcome to Experience Online Testing Georgia!

The Georgia Milestones tests measure what students in grades 3 through high school have learned. Many students will take the tests online.

This practice site lets students see what testing online is like. Parents and educators are welcome to try it too. The items on the demonstration tests are general and are organized into three grade bands: Grades 3 – 5, Grades 6 – 8, and High School in the content areas of English Language Arts, Mathematics, Science, and Social Studies. The items do not necessarily represent the specific grade-level content that students learn daily in their classrooms. The primary purpose is to let students experience, firsthand, the functionality of the online testing platform. The sample tests are not graded, so have fun!

Technical documentation, tutorials, and a link to your online experience can be found below.



Documentation



Tutorial



Test Practice

<http://www.gaexperienceonline.com/>

must use Chrome browser

Experience Online Testing Georgia



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<http://www.gaexperienceonline.com>

- **Public-facing demonstration tests are available for each of three grade bands – grades 3-5, grades 6-8, and high school – with sample items from each content area.**
- The primary purpose of this website is to provide exposure to the online platform that students will utilize when taking the Georgia Milestones tests.
- The items are generic and are not necessarily reflective of the range of content or challenge that students will experience when taking the actual Georgia Milestones tests.
- **Google Chrome** is the only supported browser.
 - Using Google Chrome, these public demonstration tests can be taken on any supported device, including Windows, Mac, and Linux desktops and laptops, Chromebooks, iPads and Android devices.

Note: This browser requirement will not apply for those practice opportunities that are/will be available within the eDIRECT secure testing site.

Parent Resources

Other Assessment Resources

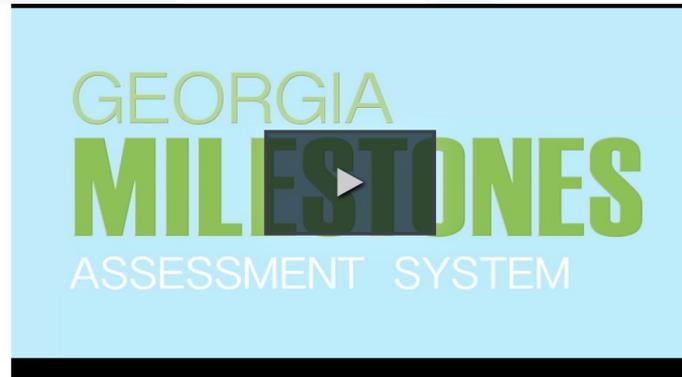
- Eliciting Evidence of Student Learning
- Formative Instructional Practices (FIP)
- Georgia Online Formative Assessment Resource (GOFAR)
- Georgia Student Growth Model (GSGM)
- Lexile Framework for Reading

College Readiness for School Personnel

- AP
- PSAT
- SAT

College Readiness for Students/Parents

- ACT
- AP
- PSAT
- SAT



What is the purpose of Georgia Milestones?

The Georgia Milestones Assessment System is designed to provide information about how well students are mastering the state-adopted content standards in the core content areas of language arts, mathematics, science, and social studies. Importantly, Georgia Milestones is designed to provide students with critical information about their own achievement and their readiness for their next level of learning – be it the next grade, the next course, or endeavor (college or career). Informing parents, educators, and the public about how well students are learning important content is an essential aspect of any educational assessment and accountability system. Parents, the public, and policy makers, including local school districts and boards of education, can use the results as a barometer of the quality of educational opportunity provided throughout the state of Georgia. As such, Georgia Milestones serves as a key component of the state's accountability system – the College and Career Ready Performance

Resources

Test Administration and Educator Resources

- End of Grade (EOG) Resources
- End of Course (EOC) Resources
- Georgia Milestones Presentations

Parent Resources

- Parent's Guide to EOG Student Report
- Parent's Guide to EOC Student Report
- Georgia Milestones EOC Study/Resource Guides
- Georgia Milestones EOG Study/Resource Guides
- Georgia Milestones Parent Question & Answer Brochure
- Parents' Guide to New Tests in Georgia
- Experience Online Testing Georgia
- GeorgiaStandards.org
- Lexile Framework for Reading

Frequently Asked Questions (FAQs)

- General FAQs
- End of Grade (EOG) FAQs
- End of Course (EOC) FAQs



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**For more information,
visit us at
testing.gadoe.org**

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Trends from Spring 2015 Constructed Response Items



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ELA Constructed Response: Noteworthy Trends

- Students responding to items that require comparing the viewpoints/main ideas of two authors/passages may *only focus on explaining the viewpoint/main idea of one of the authors/passages*.
- Students may provide a basic answer to the prompt *without providing supporting details from the passage(s)*.
- Students may provide details from the passage(s) *without addressing the question in the prompt*.



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ELA Narrative: Noteworthy Trends

- Students may *restate or summarize the existing text in narrative form rather than provide an original narrative response.*
- For prompts that ask the student to provide a narrative from a specific point of view, students may *provide a narrative from a different point of view.*
- For prompts that ask the student to rewrite the story with a different ending or a different point of view, students *may copy large portions of the given text with minimal changes.*
- Student responses *may have only limited narrative elements or may use narrative elements such as dialogue in ways that do not effectively advance the narrative.*

Argumentative/Opinion Writing: Noteworthy Trends



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- Students may provide an essay that introduces a claim, but *provide little development with few details drawn from the passages.*
- Students may *copy or closely paraphrase* large portions of the prompt or passages (with or without attribution) while *providing little original work* (also seen in Informative/Explanatory Writing).
- Students may present both sides of the argument *without choosing a side* (or simply writing an Informative essay) or *may choose both sides.*
- Students may *choose support from only one of the two passages* (i.e., whichever passage best supports their claim or opinion).
- For grades 7 and 8 and High School: Students may *present only one side of the argument, omitting a counterclaim.*

Informative/Explanatory Writing: Noteworthy Trends



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- Students may provide an informative essay with some details drawn from the passage but *with little organizational structure*.
- Students may *provide little development with few details drawn from the passages or with support drawn from only one passage*.
- Students may *copy or closely paraphrase* large portions of the prompt or passages (with or without attribution) *while providing little original work* (also seen in Argumentative/Opinion Writing).



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Georgia's School Superintendent
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Math Constructed Response: Noteworthy Trends

- For multistep processes, students were sometimes able to start the process correctly but were *unsure how to complete the process*.
- Students would sometimes arrive at the correct answer using an unexpected process. Many prompts allowed for the students to take multiple correct approaches for full credit.
- Students would *sometimes not provide a complete explanation or a complete process* for how they arrived at the answer.



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Math Constructed Response: Noteworthy Trends

- Students may *confuse formulas*, such as confusing area with volume or perimeter with area.
- Students *may not know key math terms or confuses terms* (e.g., complimentary vs. supplementary; or diameter vs. radius)
- When asked to provide an explanation, students *sometimes tended to restate the information given.*
- Students *used the wrong operation* – when in doubt, add.
- *Students do not answer the question that is asked.*