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Georgia Milestones Assessment System Resources for Teachers, Leaders and Parents

Instructional Leadership Conference

Joe Blessing

Kelli Harris-Wright

Georgia Department of Education

Goals of the Session



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- Share some of the support tools that are available for all Georgia teachers through GADOE's assessment initiatives.
- Discuss how these tools facilitate work towards improving student achievement.
- Explain how the assessment initiative connects to current educational improvement efforts in Georgia
- Provide information to Georgia educators on how to access and use the assessment initiative tools

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Purpose of Georgia's Assessment Initiatives



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- To provide assessment resources that reflect the rigor of Georgia's state-mandated content standards
- To balance the use of formative and summative assessments in the classroom
- To promote student learning
- To sustain implementation of Georgia's rigorous content standards

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Tools for Success

- Achievement Level Descriptors
- Georgia's Online Formative Assessment Resource
- Formative Instructional Practices
Professional Learning and Implementation

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Achievement Level Descriptors

- The Achievement Level Descriptors (ALDs) have been posted.
 - ALDs show a *progression of knowledge and skills* for which students must demonstrate competency *across the achievement levels*.
- <http://GaDOE.org/Georgia-milestones>
 - Click on End of Grade (or End of Course) Resources
 - Click on Georgia Milestones Achievement Level Descriptors

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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.

Achievement Level Descriptors



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Sample Grade 3 ELA

ALD	Standard	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
Policy		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 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.
Range		A student who achieves at the Beginning Learner level tends to read and comprehend informational texts and literature that do not meet the demands of grade level texts that would signal this student is on track for college and career readiness and requires substantial instructional support to improve reading skills.	A student who achieves at the Developing Learner level tends to read and comprehend informational texts and literature of low-to-moderate complexity and sometimes struggle to meet the demands of grade level texts that would signal this student is on track for college and career readiness and requires some instructional support to enhance reading skills.	A student who achieves at the Proficient Learner level reads and comprehends informational texts and literature of moderate-to-high complexity and is meeting the demands of grade level texts that signal this student is on track for college and career readiness.	A student who achieves at the Distinguished Learner level reads and comprehends informational texts and literature of high complexity and is meeting and often exceeding the demands of grade level texts that clearly signal this student is on track for college and career readiness.
	3.RL.1	Answers simple questions to demonstrate understanding of texts.	Answers questions to demonstrate understanding of texts, referring to texts as the basis for answers.	Asks and answers questions to demonstrate understanding of texts, referring explicitly to texts as the basis for answers.	Asks and answers complex questions to demonstrate understanding of texts, referring explicitly to texts as the basis for answers.

Achievement Level Descriptors



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Sample Grade 3 Mathematics

ALD	Standard	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
Policy		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 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.
Range		A student who achieves at the Beginning Learner level demonstrates minimal command of the grade-level standards.	A student who achieves at the Developing Learner level demonstrates partial command of the grade-level standards.	A student who achieves at the Proficient Learner level demonstrates proficiency of the grade-level standards.	A student who achieves at the Distinguished Learner level demonstrates advanced proficiency of the grade-level standards.
	3.NBT.1 3.NBT.2 3.NBT.3	Understands place value to 1000 and multiplies single-digit numbers.	Adds and subtracts within 1000.	Uses place value relationships to round numbers, multiplies whole numbers by multiples of ten, adds and subtracts fluently, and explains arithmetic patterns.	Recognizes that each place value, left to right, is ten times the one before it, rounding to specific whole-number place values, and multiplies multiples of ten by each other.

Inside the Formative Assessment Toolbox



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- Development of a three-prong toolkit to support teachers and leaders in promoting student learning
 - An expansive bank of formative instructional assessment items/tasks based in ELA and Mathematics as a teacher resource
 - A set of benchmark assessments in ELA and Math for grades 1 through HS and selected grades/courses for Science and Social studies
 - An assessment literacy professional learning opportunity that focuses on implementation of research-based formative instructional practices (FIP)

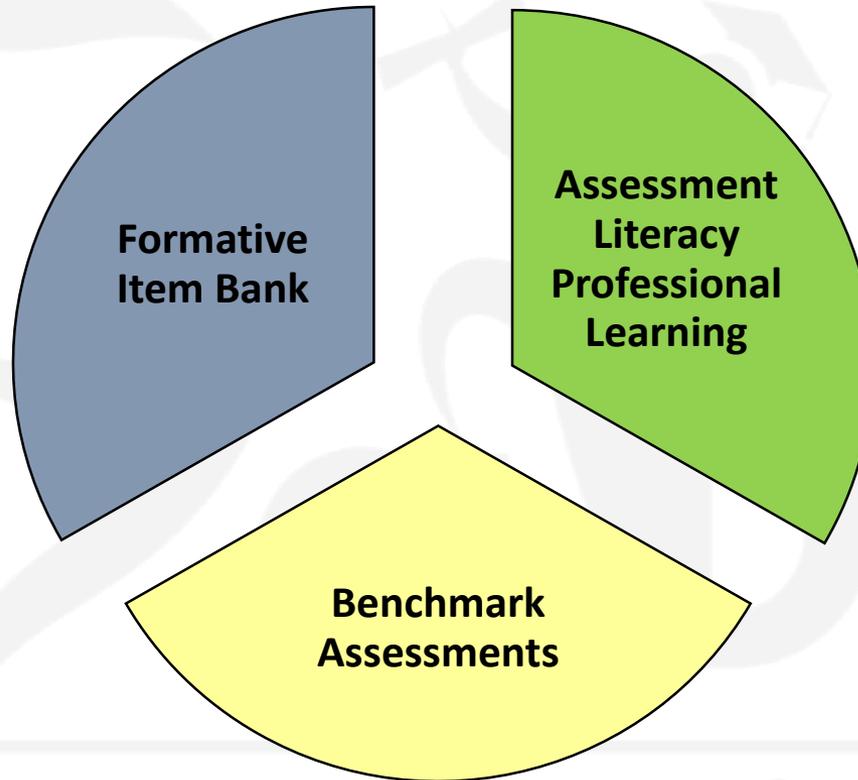
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Formative Assessment Initiatives

Bringing a Balanced Assessment Focus to the Classroom



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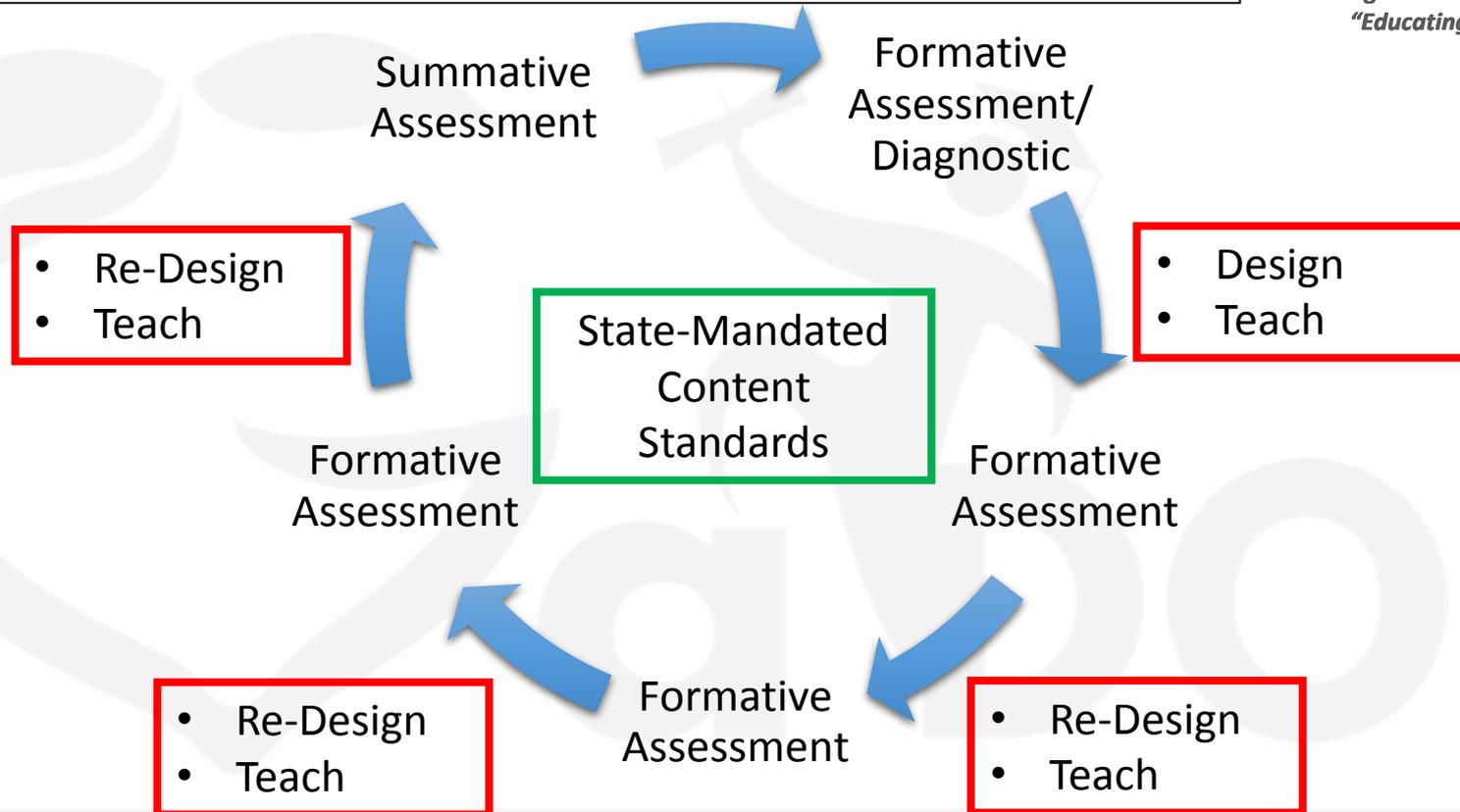


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Formative Instructional Practices: Formative Assessment in Action



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Re-Design might involve changing activities, instructional techniques, assessment methods or content, and/or differentiation based upon student needs.

GOFAR Highlights

- Students, staff and classes are prepopulated and maintained through the State Longitudinal Data System (SLDS).
 - In order for this to work, systems need to make sure their Student Class File is updated regularly.
- Teachers and Administrators may view Exemplars and Rubrics in Item Preview.
- A scoring code may be distributed at a local level to help score constructed response items.

Item Formats

- Multiple Choice
- **Mostly Constructed-Response**
 - Extended Response
 - Scaffolded
- Constructed-response items require students to provide explanations/rationales, provide evidence, and/or to show work
- Preponderance of items at DOK 3 and 4
- Provide teachers with evidence of true student understanding of content and process



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GOFAR State Developed Assessments

- Foundations of Algebra
 - Pre-Post, Modules 1-5
- Formative Benchmarks (22 benchmarks with 2 parts each)
 - ELA Grades 1-8, 9th Grade Lit, American Lit
 - Mathematics Grades 1-8, Coordinate Algebra, Analytic Geometry
 - Biology, US History

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Example of Extended Response Item ELA—Grades 9 – 10

9th/10th Grade ELA Standards RI.9.8; RI9.1; L9.1; L9.2; DOK 4

Passage Title: Juliette Gordon Lowe

Part A

Identify at least two arguments Juliette Gordon Low used as reasons to begin the Girl Scouts.

Part B

Evaluate whether or not these arguments are valid and whether there is enough evidence in the article to support them.

Be sure to complete ALL parts of the task. Use details from the text to support your answer. Answer with complete sentences, and use correct punctuation and grammar.

Example of Extended Response Item Math—Advanced Algebra

Advanced Algebra, Standards A.REI.2; A.REI.4; A.APR.6, A.REI.1; DOK 3

Sreeja and Brandon solved the equation shown in different ways.

$$\frac{x^2 - 3x + 2}{x - 1} = 2x$$

Part A

Before solving the equation, what solution could Sreeja and Brandon identify as extraneous? Explain your reasoning.

Part B

Sreeja solved the equation by creating the proportion $\frac{x^2 - 3x + 2}{x - 1} = \frac{2x}{1}$.

Demonstrate how Sreeja used the proportion to solve the equation. In each step, explain the properties she used to determine the solution.

Part C

Brandon solved the equation by simplifying the left side of the equation first. Demonstrate how Brandon simplified the expression on the left and then solved the equation. In each step, explain the properties he used to determine the solution.

Be sure to complete ALL parts of the task.
Write your answer and show your work on the paper provided.
Do NOT type your answer in the text box below.

Example of Rubric

Mathematics—Grade 5



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Rubric		
Score	Designation	Description
4	Thoroughly Demonstrated	The student successfully completes all elements of the item by demonstrating knowledge and application of measuring volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units (5.MD.4), applying the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems (5.MD.5b), and adding, subtracting, multiplying, and dividing decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relating the strategy to a written method and explain the reasoning used (5.NBT.7).
3	Clearly Demonstrated	The student shows clear understanding of the standards listed above, but one of the explanations or work shown is insufficient or weak Or All parts of the item are correctly done except for a minor computational error Or The student successfully completes two of the three parts of the item and partially completes the other part.
2	Basically Demonstrated	The student shows basic understanding of the standards listed above, but two of the explanations or work shown are insufficient or weak Or The student successfully completes one of the three parts of the item and partially completes the other parts.
1	Minimally Demonstrated	The student shows minimal understanding of the standards listed above and completes only one of the three parts Or The student partially completes two of the three parts.
0	Incorrect or irrelevant	The response is incorrect or irrelevant to the skill or concept being measured.

Exemplar Papers



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- Prototype answer – the “ideal” response
- Set of responses from actual Georgia students, collected during item pilots
- Samples scored by trained raters using rubric
- Papers allow teachers to review and compare their own students’ work to the sample responses for each score point
 - Helps standardize expectations of the standards
- Score point and annotations provided for each sample item response

*Note: The pilot was conducted using standard administration procedures in order to ensure that results were comparable across the state. When items/tasks are used during instruction, these administration rules do not have to apply and student results may vary; thus, teachers may want to modify the rubrics and even raise expectations. **Rubrics and exemplars should remain focused on high expectations.***

Exemplar Paper

Mathematics—Grade 5



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Exemplar

Part A

32 cubic inches.

$$24 \text{ cubes; } \frac{3}{4} \times 32 = \frac{3}{\cancel{1}4} \times \frac{\cancel{32}^8}{1} = \frac{24}{1} = 24 \text{ or } \frac{1}{4} \times 32 = 8 \rightarrow 32 - 8 = 24$$

Part B

First shoebox: $V = lwh$, so $4 \times 4 \times 2 = 32$; 32 is the volume of the first shoebox.

Possible dimensions for the second shoebox are 8 by 2 by 2 OR 16 by 2 by 1.
 $8 \times 2 \times 2 = 32$; $16 \times 2 \times 1 = 32$.

Part C

$5 \times 5 \times 14 = 25 \times 14 = 350$ cubic inches. A total of 350 inch cubes would be needed to fill a real shoebox.

Student Anchor Papers

Part A	Part B
$4'' \times 4'' \times 2'' = 32''$ Volume = $32''$ $\begin{array}{r} 432 \\ -32 \\ \hline 024 \end{array}$	$10.6''$ $3 \overline{)320}$ $-3 \downarrow$ $02 \downarrow$ $-0 \downarrow$ 20 -18 $\hline 2$
24 cubes are left in the shoebox.	The 2nd box could have the same dimensions on each side if you \neq the volume by 3 you could get W, L and D.
Part C: $L \times W \times D = \text{Volume}$	
$5'' \times 5'' \times 14'' =$ $25 \times 14 = 350''$	
How many 1" cubes = 350 Volume = 350	

The student demonstrates basic understanding of the standards by performing correct work and getting correct totals on Parts A and C. Both parts are missing the designation of "cubic inches", however this does not lower this response to a 1. Part B has no correct work, and therefore does not add to the score.

Student Response

Scorer's Annotation

Score 2

Score based upon rubric



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Student Sample Anchors

I believe that the the best way(s) to protect people from harmful bacteria is by using both external germ killers and by preventing germs from spreading from our food. The way we can do this is by washing your hands and using hand sanitizer and to reduce the spread of germs from our food. Using both articles providd above you will learn that these benefits have their percks but overall they help us greatly.

They keep our food from getting contaminated and reducing the spread of bacteria. They also help preserve food we need for shipping across seas and long-jevitey for long term preserving. Some may think that radation is very harmful to the body but researchers have found that there is so little radation used that there is no need to worry. So imbrace the new ways to preserve food and keeping hands clean because it has helped alot of people so far.

The student demonstrates a clear understanding of writing an informative text by using relevant details from both "Bacterial Warfare" (*The way we can do this is by washing your hands and using hand sanitizer and to reduce the spread of germs from our food*) and "Irradiated Food" (*. . . help preserve food we need for shipping across seas and long-jevitey for long term preserving. Some may think that radation is very harmful to the body*) and organizing them into two detailed paragraphs on the topic of protecting people from harmful bacteria. Some of the supporting details are general, particularly those from "Bacterial Warfare." The response demonstrates command of the conventions of standard English. There are a few spelling errors, but meaning is clear.

Score 3

Families all around the world are desperate to protect there children from the horrible outcome of bacteria. But do you know the best ways to protect your family from it? In this article I will give you some handy tips on making your home a more more welcoming anti-bacterial place to live. First thing you need to know is that not all bacterias are bad for you,there are many bacterais that help supprot and funtion your bodies organs such as the bacteria that helps break down food or the bacteria you eat with your hot wings- blue cheese. But sometimes people aren't aware of these bacterias and so when they take medicines and pills they are killing the useful bacteria that is why you have to be very precautious about the medicines you give to your family because they may kill the good bacterias in your body. You can also try irradiated foods, In this process scientists use a small amount of radiation in order to kill harmful bacteria that lies within the food,this causes the food to last longer. . In this process Irradiating food helps slow down the growth of ripening fruit meaning the fruit lasts longer it also helps with packaged food such as beef, chicken, fish, and other poultry products that you and your family love.

The student demonstrates basic understanding of writing an informative text. While the student provides some detailed and general support from both "Bacterial Warfare" (*. . . not all bacterias are bad for you,there are many bacterais that help supprot and funtion your bodies organs such as the bacteria that helps break down food*) and "Irradiated Food" (*In this process scientists use a small amount of radiation in order to kill harmful bacteria that lies within the food,this causes the food to last longer*), the response is not organized into multiple paragraphs. The response demonstrates an inconsistent command of the conventions of standard English. There are a few patterns of errors, particularly run-on sentences and punctuation, that occasionally impede understanding. In order to earn a higher score, the student would need multiple paragraphs and a better command of the conventions of standard English.

Score 2



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GOFAR Assessment Steps

- Create a Test using the Cart
- Assign Test to Students
- Student take the Test
- View Reports in SLDS

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Creating a New Test using the Cart



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Click Add to add the question to the cart. The cart shows the number of question items in the cart.

- To create a new test using the cart you must have items in the cart.
- Click **Add** in the row of the item to add an item to the cart. The cart reflects the number of items added.
- Click the **Cart** in the **Search Result** area. The **Cart** window appears.

The screenshot shows the GOFAR system interface. The top navigation bar includes: SLDS, Parent Portal Support, GUIDE, Groups, Resources, ODS Reports, IIS Dashboard, SEED, Growth Model, LER, GOFAR MVC, GOFAR, and Logout. Below this is a secondary navigation bar with: Item Bank, Test Creation, Test Administration, GOFAR Resources, and Recent Updates.

The main content area is divided into two sections: Search Filters and Search Result.

Search Filters: Includes an "Add Test with selected filters" button and several filter categories: Grade (Grade 1), Subject (Language Arts), Domain (Select Items...), Standard (Select Items...), Depth Of Knowledge (Select Items...), Item Type (Select Items...), and Level (Select Items...). A "Search" button is at the bottom right of this section.

Search Result: A table with columns: Title, Passage Id, Created On, Preview, and Add. The table contains three rows of results:

Title	Passage Id	Created On	Preview	Add
UTPLA1516		5/30/2014	Preview	Add
UTPLA1517		5/30/2014	Preview	Add
UTPLA1522		5/30/2014	Preview	Add

Below the table is a "Filter Type" section with a table of filters:

Filter Type	Filters
Grade	Grade 1
Subject	Language Arts
Domain	Literary Comprehension
Standard	ELACC1RF3
Depth Of Knowledge	2
Item Type	Selected Response
IsActive	True
Level	Teacher Bank

At the bottom of the search results, there is a partial row for UTPLA1524 with a Preview and Add button.

Two red boxes highlight the "Add" button for item UTPLA1522 and the "Cart - 5" button in the top right corner of the search results area. Arrows from the text above point to these buttons.

Assigning a Test to Students (cont'd)



- Under **Test Information**, enter a name in the **Test Form Name**.
- Select the box in the **Published?** row to ensure that the test is available to the student.
- Select a start and end date in the **Start Date** and **End Date** fields.
- In **Test Day** select the appropriate days for the test.



GOFAR auto-generates a 5-digit passcode for the student. The teacher provides this number to the student for teacher assigned assessment tests.

The screenshot shows the 'Test Information' and 'Student Information' sections of the GOFAR interface. The 'Test Information' section includes a table for test details and several input fields. The 'Student Information' section includes a list of students and a 'Selected student' table.

Grade	Subject	Domain	Published to Students
Grade 1	Language Arts	Literary Comprehension	No

Test Identifier: ELA Grade 1

Test Form Name: [Input field]

Test Form Description: [Input field]

Start date: 1/23/2015

End date: 1/24/2015

Test Day: Mon, Tue, Wed, Thu, Fri, Sat, Sun

Test Time: Start Time: 7:00 AM, End Time: 5:00 PM

Student Passcode: 52845

Scoring Passcode: 91659

Student Information

Select student:

- Y1 - Homeroom / Grade 05 - Section 205 (00.00000005)
- Y1 - Mathematics / Grade 05 (GT) - Section 201 (27.2160000)
- Y1 - Mathematics / Grade 05 - Section 205 (27.0160000)
- Y1 - Mathematics / Grade 05 - Section 206 (27.0160000)
- Y1 - Mathematics / Grade 05 - Section 208 (27.0160000)

Selected student:

GTID	First Name	Last Name
No items to display		

Buttons: Save, Save and Publish to Students, Reset, Close

Scoring Constructed Response Tests (cont'd)



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- Scroll down to view the rubric.
- Select the appropriate response in the rubric based on the student response to the question.
- To see student samples, click the **Exemplar File** link.
- Click **Submit**.

SLDS Groups Resources Learning Tool IIS Dashboard Growth Model GGM MVC GOFAR Logout

Review

Extended Test - Sept_MS Finish Scoring

Christopher.Robinson

ELA12006036

ELA120910005

How is the need for training and exercise a challenge for households?

Part B
Traits that present problems for a household today (or make a breed less popular with some people) were often considered valuable traits to dog owners throughout history. Write a brief paragraph asserting this claim. Use examples from the article to support your response.

Be sure to complete ALL parts of the task.

ABCDEFGHI

Below is a generic rubric. To view a detailed item-specific rubric for scoring this item, click 'View Sample Paper' above. You will also see annotated student responses.

Score	Designation	Description
4	Thoroughly Demonstrated	The student demonstrates a thorough understanding of the standards assessed.
3	Clearly Demonstrated	The student demonstrates a clear understanding of the standards assessed.
2	Basically Demonstrated	The student demonstrates a basic understanding of the standards assessed.
1	Minimally Demonstrated	The student demonstrates a minimal understanding of the standards assessed.
0	Incorrect or Irrelevant	The response is incorrect or irrelevant.

Exemplar File

Assign score : 3 SUBMIT

Student Access to GOFAR



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- Enter the student URL in the address bar. The GOFAR main window appears.

- Teacher or district Assigned Test
 - a. For Teacher assigned tests, enter your **Georgia Test Identifier (GTID)** in the box for teacher assigned tests.
 - b. Enter the **Test Pass Code**.
 - c. Click **Submit**. The filter selection window appears.

<https://gofar.gadoe.org/GOFARWeb/>

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Georgia Online Formative Assessment Resource (GOFAR)

Please Sign In

Enter as Guest User:

Georgia Test Identifier:

Test Pass Code:

Submit Clear

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Student Assigned Test Results



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- Navigate through the test until complete.
- Click **Finish Test** when complete. A **Confirmation Required** message appears.
- Click **Confirm** to complete the test. The **Assessment Result** message appears.
- Click **OK**. A message indicating that the student successfully completed the assessment appears.
- Close the message window when complete. The student is logged out of GOFAR.

Self Test

Public Grade 1 ELA Reading Std Test 00 : 29 : 20 **Finish Test**

Public Grade 1 ELA Reading Std Test >> MPELAAA93687 | Score : 0

MPELAAA93687	A ____ ball rolls. Which word belongs in the blank?
MPELAAA93789	<input type="radio"/> sad
MPELAAA94021	<input type="radio"/> sweet
MPELAAA94242	<input type="radio"/> round

Check response Next

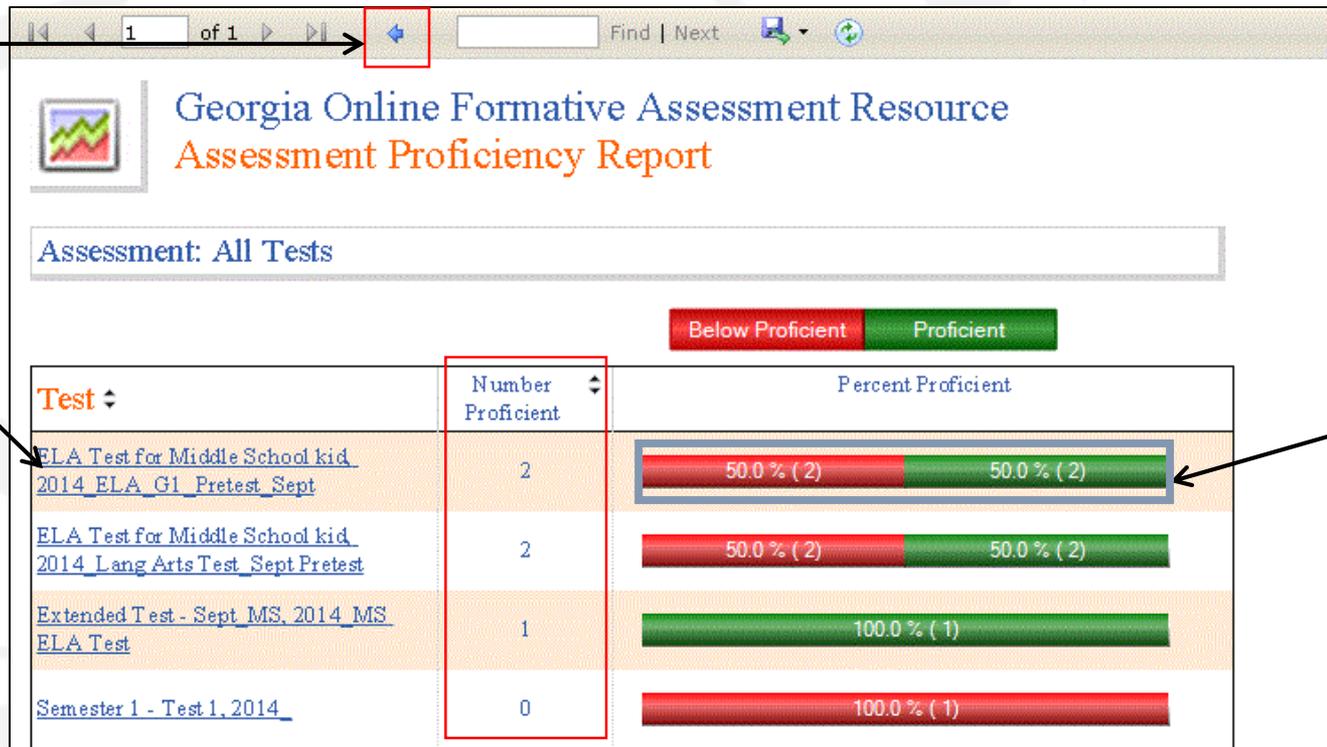
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Understanding the Information in the Assessment Proficiency Reports



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Click the arrow to navigate through the report levels.



Click the link for the test name to view Domain information.

Click a bar graph to view a student metrics report for the assessment category.



Transition to Georgia Milestones: More 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 – *Coming soon*
- 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)

Contact Information



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Questions Regarding GOFAR's Content & School/System Usage contact:

- Joseph Blessing
 - 404-232-1208
 - jblessing@doe.k12.ga.us

Questions Regarding GOFAR's Functionality/Technical Support contact:

GaDOE Help Desk

- 1-800-869-1011
- HelpDesk@doe.k12.ga.us



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Questions

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Let's Talk about GA FIP

Kelli Harris-Wright, GA FIP Specialist

kharris-wright@doe.k12.ga.us

404-463-5047

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Today's Conversation

- Take a brief self-assessment
- Build a case for using GA FIP Professional Learning
- Share the course content offered through GA FIP
- Talk about strategies for implementing GA FIP blended model of professional learning
- Take your questions
- Reflect and engage in preliminary planning

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Self-assessment...



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To what extent does your current professional learning enable district leaders, principals and instructional coaches to provide adequate support and appropriate feedback to teachers about...

- their abilities to deconstruct standards to identify learning targets and develop an appropriate learning progression for all students to access to rigorous instruction?
- their abilities to develop end-of-lesson formative assessment checks that are aligned to learning targets and provide information about how well students learned the lesson?
- their abilities to establish classroom environments that enable students to take ownership of their own learning, reflect against criteria for excellent work, self-assess, and goal set?

Regardless of how you answered, there is support!



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Dylan Wiliam says...

January 27, 2016 Webinar: Leadership for Teacher Learning

<http://www.dylanwiliamcenter.com/webinars/>



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- Teaching quality depends on a number of factors:
 - The quality of the curriculum
 - The time teachers have to plan teaching
 - The size of classes
 - The resources available
 - The skills of the teacher
- All of these are important, but the quality of the teacher is especially important
- Teacher quality can be improved by:
 - Replacing existing teachers with better ones, or
 - Investing in the teachers we already have

Where is the “HOW?” Many of my fellow teachers and I understand the need for more rigor and challenging our students to help them achieve. We get it. What is lacking is the “how.” How is teaching with the new standards different from teaching with the old?

Teachers need models and training to help them step back to the role of skilled facilitators, to guide students to take ownership of their own learning.

Source: Marzano, R. J. and Toth, M. D. (2014). *Teaching for rigor: A call for a critical instructional shift*. West Palm Beach, FL: Learning Sciences International.

http://www.marzanocenter.com/essentials/mini-whitepaper-di/?mkt_tok=3RkMMJWWfF9wsRokv63BZKXonjHpfsX54%2BwoXKe0IMl%2F0ER3fOvrPUfGjI4CSMNmI%2BSLDwEYGJlv6SgFQrbFMbRhOLgKXhY%3D

One of the best ways to help teachers impact student learning is by helping them learn to use...



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<http://www.dylanwiliamcenter.com/webinars>

Bottom-up: research on formative assessment

- Fuchs & Fuchs (1986)
- Natriello (1987)
- Crooks (1988)
- Bangert-Drowns et al (1991)
- Dempster (1991)
- Dempster (1992)
- Elshout-Mohr (1994)
- Kluger & DeNisi (1996)
- Black & Wiliam (1998)
- Nyquist (2003)
- Brookhart (2004)
- Allal & Lopez (2005)
- Köller (2005)
- Brookhart (2007)
- Wiliam (2007)
- Hattie & Timperley (2007)
- Shute (2008)
- Kingston & Nash (2011, 2015)

PLCs, Time, and Implement until Observed Everywhere...



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- PLC work and effective coaching, *when used well*, can significantly change leader and teacher habits.
- Somebody has to be the dedicated leader or facilitator *without* 20 other responsibilities if the PLC work is to focus on improving teaching and student learning.
- Implement the new work until it is visible in every classroom before deciding to go on to the next new idea.

Formative Instructional Practices

An Expectation to Work on Work that Makes a Difference for Students



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John Hattie's Effect Size = 0.90

- *GA FIP blended professional learning provides the **content and process** for leaders and teachers to learn how to effectively work with standards to gather and respond to evidence of student learning **in the required context of more rigor.** (see [handout of all available FIP courses](#))*
- *FIP can be accessed through district and school-unique codes and by logging in through the GaDOE Georgia FIP web site: www.gadoe.org/GeorgiaFIP*

FIP can also be accessed through the PD tab in the SLDS without using unique access codes.



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(Refinements and development are on-going)

Step 1: Login to your SIS and click the PD tab.



Step 2: Launch GA FIP to Select FIP Resources



Sample FIP Online PL Content



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Clear Learning Targets

Learning Progression



Step #3: Organize learning targets into a logical progression.

#3

The **Grade 6** standard we just deconstructed determines the **mastery learning**.

Grade: 6 **Strand:** Reading Informational Text **Topic:** Integration of Knowledge and Skills
Standard: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Mastering the Standard

- I can evaluate, or judge, the argument and its specific claims in a text. This means I can tell whether the reasons and evidence provided for a claim are logical and sufficient (enough) to support that claim.
- I can determine whether a claim is supported by evidence or not.
- I can trace, or follow, an argument and specific claims in a text. This means I can find the claim made, find the reasons and evidence that support the claim, and explain how the reasons and evidence link to the claim.
- I can find the reasons and evidence that support (back up) a claim.
- I can find a claim made in a text.
- I can define claim.
- I can define argument.

Learning Progression begins with definitions and academic vocabulary. Student learning is assessed at each progression.



BACK

CONTINUE

B

FIP Implementation Strategies for Leaders

Carol Dweck: When we learn hard new things, the brain forms new connections and we become smarter.

FIP as a Knowledge-building Process



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- Provide a comprehensive overview of FIP professional learning through an informational session and provide access support.
- Allow interested leaders and/or teachers to take FIP courses on their own learning schedule and independently plan how to use the content.

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FIP as a Targeted Process

- Identify key district or school personnel to take FIP online learning content, study and download resources to plan to lead and sustain use of FIP content in schools identified for improvement.
- FIP should be included in the improvement plan. A **selective abandonment analysis** can assist in identifying initiatives that can be combined, reduced or eliminated to have time to learn and use FIP processes in classrooms.

What is the worst possible outcome if I do not do this?

What is the best possible outcome if I do?

FIP as a Transformative Process



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- Key leaders create online learning accounts.
- Key leaders form the district or school FIP Team (lead learners).
- The Team names teachers to the team and all teachers create online learning accounts. **The team of leaders and teachers takes Modules 1 and 2, downloads associated online resources, and meets to discuss how and when to move forward for the district and/or school.**
- The Team develops an implementation and communication plan that includes: (a) *windows of time* for both principals and teachers in all schools to the complete each online learning module,

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FIP as a Transformative Process



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(b) meeting time for discussion of content, (c) the selection of FIP strategies to try and the identification of LKES and TKES standards to which the strategies apply, (d) time to practice the selected FIP strategies, and (e) time to debrief about the practice of FIP strategies and make adjustments, if needed.

- The team uses a consensus process to decide the particular FIP strategies from each module that can be *reasonably* practiced and implemented within the window of time established for each module. ***Providing flexibility is key.***
- The team provides on-going feedback opportunities about the online learning, discussions, practice strategies and makes adjustments as needed.

FIP as a Transformative Process



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- In the plan, also build in time within the windows for monitoring the faculty's completion of the assigned learning module, peer practice and feedback for the agreed upon FIP strategies, and finally, walk-throughs to observe FIP strategies in action.
- *The FIP Team *continues* their online learning for Modules 3 through 5 to remain ahead of the faculty's assigned online learning. **LAPS Sample Indicator 1.5 – Possesses knowledge of and directs school staff to implement research-based instructional best practices in the classroom.*
- **The Team uses their advance FIP knowledge and skills to continue planning with the principal how and when the FIP implementation will continue. ***LAPS Sample Indicator 1.8 – Provides the focus for continued learning for all members of the school community.*

Sample Calendar for FIP as Transformational Process



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Sample Georgia FIP Implementation Calendar for Transformative Instructional Change with FIP Foundations Modules (1-5)

Year 1 FIP Implementation

August	Module 1	PLC Activities						
September	Module 2	PLC Activities	Identify Practice Strategies	Classroom Practice	Walk-throughs	Debrief	2nd Classroom Practice	Debrief and Decide
October			Identify Practice Strategies	Classroom Practice	Walk-throughs	Debrief	2nd Classroom Practice	Debrief and Decide
November			Identify Practice Strategies	Classroom Practice	Walk-throughs	Debrief	2nd Classroom Practice	Debrief and Decide
December	Module 3	PLC Activities	Identify Practice Strategies	Classroom Practice	Walk-throughs	Debrief	2nd Classroom Practice	Debrief and Decide
January			Identify Practice Strategies	Classroom Practice	Walk-throughs	Debrief	2nd Classroom Practice	Debrief and Decide
February			Identify Practice Strategies	Classroom Practice	Walk-throughs	Debrief	2nd Classroom Practice	Debrief and Decide
March	Module 4	PLC Activities	Identify Practice Strategies	Classroom Practice	Walk-throughs	Debrief	2nd Classroom Practice	Debrief and Decide
April			Identify Practice Strategies	Classroom Practice	Walk-throughs	Debrief	2nd Classroom Practice	Debrief and Decide
May			Identify Practice Strategies	Classroom Practice	Walk-throughs	Debrief	2nd Classroom Practice	Debrief and Decide
Continue classroom-based practice of strategies from M2, 3 and 4 through May								

Year 2 Implementation

August	Revisit M2, 3 & 4	Discuss Growth Areas	Identify Needs & Practice Strategies	Classroom Practice	Walk-throughs	Debrief	2nd Classroom Practice	Debrief and Decide
September		Discuss Growth Areas	Identify Needs & Practice Strategies	Classroom Practice	Walk-throughs	Debrief	2nd Classroom Practice	Debrief and Decide
October		Discuss Growth Areas	Identify Needs & Practice Strategies	Classroom Practice	Walk-throughs	Debrief	2nd Classroom Practice	Debrief and Decide
November		Discuss Growth Areas	Identify Needs & Practice Strategies	Classroom Practice	Walk-throughs	Debrief	2nd Classroom Practice	Debrief and Decide
December		Discuss Growth Areas	Identify Needs & Practice Strategies	Classroom Practice	Walk-throughs	Debrief	2nd Classroom Practice	Debrief and Decide
January		Module 5	PLC Activities	Identify Practice Strategies	Classroom Practice	Walk-throughs	Debrief	2nd Classroom Practice
February			Identify Practice Strategies	Classroom Practice	Walk-throughs	Debrief	2nd Classroom Practice	Debrief and Decide
March			Practice Strategies	Classroom Practice	Walk-throughs	Debrief	2nd Classroom Practice	Debrief and Decide
April		Practice Strategies	Classroom Practice	Walk-throughs	Debrief	2nd Classroom Practice	Debrief and Decide	
May		Practice Strategies	Classroom Practice	Walk-throughs	Debrief	2nd Classroom Practice	Debrief and Decide	
August through May	M1 through 5	Institute FIP Routines	FIP is routine in classrooms, grade & departmental mtgs.	Adjustments as needed	Walk-throughs	Debrief	Walk-throughs	Continuous data review, share, kudos

Legend:

Module 1 = Introduction to FIP and research-base (2 hrs) **Module 2** = Clear Learning Targets (2 hrs.) **Module 3** = Collecting and Documenting Evidence of Student Learning (2 hrs)
Module 4 = Analyzing Evidence and Providing Effective Feedback (2 hrs) **Module 5** = Student Ownership of Learning, Peer Feedback, Self-Assessment and More (3 hrs)



GA FIP Voluntary Participation Data



K-12 Data Elements	8-15-2013	1-7-2016
Number of FIP Online Learning Accounts	1,002	46,178 (+ 45,176 or 4509%)
Number of Course/Module Enrollments	3,765	230,904 (+227,139 or 6032%)
Number of Districts Participating	60/180	171/180 (+111 or 185%)
Number of Charter Schools Participating	0	3
Number of State Schools Participating	0	2

Higher ED Teacher Prep Programs Data Elements	3-3-15	2-2-16
Number of Colleges Participating	15	24 (+9 or 60%)
Number of FIP Online Learning Accounts	254	761 (+507 or 200%)
Number of Course/Module Enrollments	1,104	3,332 (+2,228 or 202%)

Summary: It's About Balance

How will the results be used?



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Instructional

Tell me how the students are doing and how to improve learning and academic performance?

G-FIP and G-FIB

Formative

160 days

Predictive

Tell me how students are likely to perform on the end-of-year assessment?

G-FAB

Formative

10 days

Evaluative

Tell me which instructional program, approach or teacher was most successful?

GA Milestones Assessment System

Summative

10 days

Adapted from: Gong, B., Marion, S. & Perle, M. (2007). *A framework for considering interim assessments*. Denver, CO: National Center for the Improvement of Educational Assessment.

Reflection and Next Steps...



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- How can GOFAR formative assessment items be used to inform classroom instruction?
- Is your instructional improvement work sufficiently comprehensive, structured and paced to support and monitor teachers in learning about and using formative instructional practices? Can it be better? How?
- Do you have any initiatives that could be identified for selective abandonment to enable use of FIP professional learning? Which FIP implementation model would work best in your setting?

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