



# Milestones On The Horizon

**Instructional Leadership Conference**  
**February 25, 2016**  
**Macon, Georgia**

**Jan Reyes, Ed.D.**  
**Assessment Research & Development**

# Georgia's Student Assessment Landscape



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Georgia's School Superintendent  
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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)

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## 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**

# 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

# Georgia Milestones Online Testing 2014-2015 by the Numbers....



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## Online Administrations

- Spring EOG: ~233,000 (30%)
- Winter EOC: ~129,000 (73%)
- Spring EOC: ~557,000 (71%)

## Grand Total 2014-2015 School Year

- Online Administrations: 919,636
- Paper-Pencil Administrations: 819,078
- Grand Total: 1,738,714
- Overall % Online: 53%

# Spring 2015



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Online interruptions and delays, particularly – but not exclusively – for students using screen reader application

## So what is being done to address this?

- To investigate the impact of these delays, a **forensic analysis** is was completed by an independent third party.
- A **mode comparability study** was also conducted to ensure students were not advantaged or disadvantaged by the mode of administration (online/paper-pencil).

# Feedback Surveys



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## Survey Participation

– EOG Online Students:	83,557	192 districts
– EOC Online Students:	13,007	199 districts
– EOG/EOC Teachers:	16,446	175 districts

Georgia Department of Education

# Reporting



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## Regarding preliminary (electronic) reporting timelines:

1. In general, the turn-around time for English Language Arts & Mathematics reporting is projected at 10 business days (from receipt of scorables at the scoring center).
2. In general, the turn-around time for Science & Social Studies reporting turn-around times are projected at 5 business days – or less (from receipt of scorables at the scoring center).

Note that, as with the now retired CRCT program, we will provide a *Remediation/Retest Roster* for Grade 3 Reading (ELA), Grade 5 Reading & Mathematics, and Grade 8 Reading & Mathematics.

- Details will be provided to System Test Coordinators in our upcoming Pre-Administration trainings.

# Promotion & Retention



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## 2015-2016 School Year

**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**

# 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 <sup>th</sup> 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** should receive remediation and be provided 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%



# 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**

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

# 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.

# Developing Learners



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**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.

**The Developing Learner** achievement level consists of students who have demonstrated partial proficiency; they have a partial command of the knowledge and skills inherent in their grade level or course content standards. **These students can be successful in future learning but will likely need some type of focused remediation in their weaker areas;** they do not, necessarily, need a support class. Their learning should be monitored to ensure their success and to increase their opportunity to reach proficiency.

In short, this achievement level allows for the recognition of those students who have demonstrated some command, albeit partial, of the grade-level expectations but have not yet reached the full command necessary to signal proficiency. Proficient students demonstrate a strong, solid command of the grade-level or course content and skills.

# 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.

# 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?*

# Norm-Referenced Scores



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

**Median:** Point of distribution at which 50% of the students have a higher NPR and 50% have a lower NPR.

## Remember:

- A sample of norm-referenced items were administered, not an intact form.
- Norm-referenced Testing (NRT) data should be utilized as an *indicator* or *barometer* of student performance relative to their peers nationally.
- Because only a sample of items are administered, NPRs **may not** be used for gifted program identification.

State level NPRs corroborate Georgia Milestones results; while signals at the individual student level may be discrepant for some students depending on how the student answered the two sets of items, the median NPRs for each Achievement Level are as one would expect.



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# Frequently Asked Questions

**Q: How can two students with the same scale score and achievement level in ELA have different Lexile scores?**

**A:** The Lexile is based on how each student performed on the items measuring reading. The ELA test also includes items that measure language and research skills, as well as writing. The two students performed differently on the sets of items that comprise the ELA test.

**Q: How can two students with the same scale score and achievement level in a content area have different NRT scores?**

**A:** There are two sets of items that comprise the Georgia Milestones tests – criterion references (those aligned to our state content standards) and norm-referenced (those that come from the TerraNova). The two students performed differently on the NRT items.



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# Frequently Asked Questions

**Q:** How does one make sense of the domain signals?

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?*

**A:** Use the Achievement Level Descriptors; the ALDs present the progression of student learning by achievement level and are organized by standard, group of standards, or concept.

**Note:** Domain signals now take into account the difficulty of the items that comprise the domain; this is important and was lacking in our previous domain reporting (percent correct).

# 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 <b>PROFICIENT LEARNER</b>	LEVEL 2 <b>DEVELOPING LEARNER</b>	LEVEL 4 <b>DISTINGUISHED LEARNER</b>	<b>PRESENT, TEST NOT ATTEMPTED</b>
<b>ACHIEVEMENT LEVEL</b>				
<b>SCALE SCORE</b>	<b>540 CA*</b> Scale Score Range: 525-591	<b>500</b> Scale Score Range: 475-524	<b>590</b> Scale Score Range: 589-745	<b>PTNA</b>

#### 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.

**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
✓ <b>Level 3: Proficient Learner</b>	<b>540 CA*</b>	<b>Reading and Vocabulary</b>	<b>Grade Level or Above</b>
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.		<b>Writing and Language<sup>1</sup></b>	Extended Writing informational/explanatory essay score: Idea Development, Organization and Coherence: <b>3 out of 4 points</b> Language Usage and Conventions: <b>2 out of 3 points</b> Narrative Writing Response score: <b>Condition Code C</b>

**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
<b>Level 4: Distinguished Learner</b> Scale Score Range: 592-785				
<b>Level 3: Proficient Learner</b> Scale Score Range: 525-591	540 CA*	515	500	575
<b>Level 2: Developing Learner</b> Scale Score Range: 475-524				
<b>Level 1: Beginning Learner</b> 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.	<b>60</b>	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.
		<b>52-88</b>

Your Student's Lexile Information		Leisure Reading: 730L-830L	
<b>Lexile Measure: 830L</b>	<b>Lexile Range: 730L-880L</b>	<b>Suggested Titles</b>	<b>Author</b>
This Lexile Framework® for Reading matches a student's reading ability with the difficulty of text material. When selecting books, it is important to consider that Lexiles do not address age-appropriateness, student interest, or text quality. Suggested titles are not necessarily endorsed by the Georgia Department of Education. Books within the student's Lexile range can be found at the local library or by using the Find-a-Book database at <a href="http://www.gadoe.org">www.gadoe.org</a> . For more information, visit <a href="http://www.gadoe.org/lexile.aspx">www.gadoe.org/lexile.aspx</a> .		A Farewell to Arms The Broken Bridge Midnight Hour Encores	Hemingway, Ernest Pulman, Philip Brooks, Bruce
		<b>Motivating Challenge: 830L-880L</b>	<b>Author</b>
		A Semester in the Life of a Garbage Bag The October Heroe Wuthering Heights	Korman, Gordon Honing, Donald Bronte, Emily
			<b>Lexile</b>
			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.

\*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.

For more information see the Score Interpretation Guide at [testing.gadoe.org](http://testing.gadoe.org).

GA-EOG-ISR-92315-F

Page 1

Page 3

# 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 <b>BEGINNING LEARNER</b> 	<b>320</b> Scale Score Range 215-474	<b>27</b>

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"/> <b>Level 1: Beginning Learner</b>	<b>320</b>	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
<b>Level 4: Distinguished Learner</b> Scale Score Range: 590-765				
<b>Level 3: Proficient Learner</b> Scale Score Range: 525-589		530	550	525
<b>Level 2: Developing Learner</b> Scale Score Range: 475-524				
<b>Level 1: Beginning Learner</b> 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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[gadoe.org](http://gadoe.org)

- Two Score Interpretation Guides (SIG) are available
  - One for the End of Grade measures and one for the End of Course measures
  - EOG: <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-EOG-Resources.aspx>
  - EOC: <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-EOC-Resources.aspx>
- 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

# Georgia Milestones: Resources Available



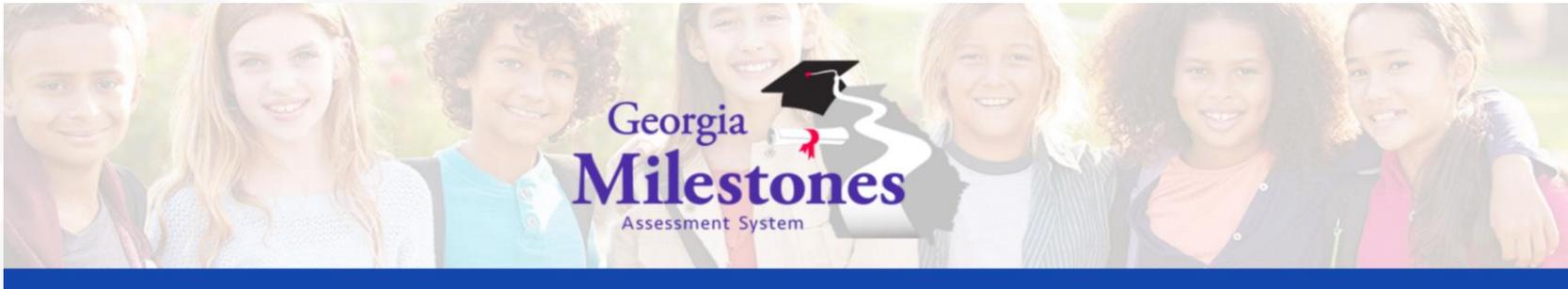
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- Content standards
  - frameworks, formative lessons
  - [www.georgiastandards.org](http://www.georgiastandards.org)
- Sample items
  - Assessment Guides & Student/Parent Resource & Study Guides
  - Formative/benchmark items
  - released items via NAEP
  - Item Samplers
- 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)

# 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

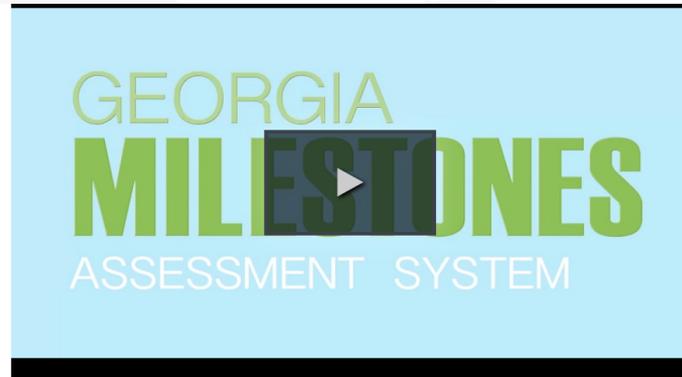
- Eliciting Evidence of Student Learning
- Formative Instructional Practices (FIP)
- Georgia Online Formative Assessment Resource (GOFAR)
- Georgia Student Growth Model (GSGM)
- Lexile Framework for Reading

## 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](http://testing.gadoe.org)**

Georgia Department of Education

# 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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# 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:*