



Assessment Guide
**Supplement for
Printed Test Forms**



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PURPOSE OF THE SUPPLEMENT

Although the Georgia Milestones Assessments are primarily administered online, paper and pencil test materials are available for select students when interaction with the online administration is not possible. This difference in test-delivery methods may provide opportunities for students to interact differently with some test items.

The purpose of the *Assessment Guide Supplement for Printed Test Forms* is to highlight the types of items that appear in the print test and to discuss specific implications that characterize print-based administrations, especially as they relate to English Language Arts (ELA). This supplement is not intended to replace the *Georgia Milestones Assessment Guides* but to augment them and therefore by itself should not be considered an exhaustive view on the Milestones assessments.

BACKGROUND ON CHARACTERISTICS OF ITEMS USED ON THE GEORGIA MILESTONES ASSESSMENT

To understand the unique qualities of the print test, please note the item types involved and how they are administered.

SELECTED-RESPONSE VS. TECHNOLOGY-ENHANCED ITEMS

A selected-response item, sometimes called a multiple-choice item, is defined as a question, problem, or statement followed by several answer choices, sometimes called options or response choices.

Responding to a selected-response item often requires a single step: after the student reads the question, problem, or statement, the student selects a single answer choice. In the Georgia Milestones Assessment, the correct response to a selected-response item is worth one point.

Technology-enhanced (TE) items primarily measure student skills and knowledge using a multi-step process. TE items generally require a student to select more than one correct answer. For example, a student may respond to a two-part question, select more than one correct response in a multi-select item, organize or sequence drag-and-drop elements in an item, select the correct answer from drop-down menus, or use a mouse, touchpad, or touchscreen to create a graph. TE items are worth one or two points.

BUBBLE-INPUT VS. NON-BUBBLE-INPUT ITEMS

In printed tests, bubble-input (BI) items can be answered by using a pencil to fill in the circle(s) or bubble(s) of an answer choice on the print answer document. A printed test by nature relies heavily on BI items, and the same BI items will function essentially the same way in an online test setting. For TE items, print tests also rely on the bubble-input method.

In contrast, non-bubble-input (NBI) items in an online test allow multiple methods for how students interact with an item. Beyond filling in an answer bubble, students may draw graphs, create shapes, move answer options around the screen, select answers from drop-down menus, or navigate between different parts of an item. Due to the highly interactive nature of NBI items and their required use of technology, NBI items are not used in print administrations.

The following table clarifies each item type and indicates whether it is a TE, BI, or NBI item.

Assessment Item Types

Item Type	Technology-Enhanced (TE)	Bubble-Input (BI) (Print and Online)	Non-Bubble-Input (NBI) (Online only)	ELA	Math	Science	Social Studies
Selected-response		✓		✓	✓	✓	✓
Evidence-based selected-response	✓	✓		✓			
Multi-select	✓	✓		✓	✓	✓	✓
Multi-part*	✓	✓	✓	✓	✓	✓	✓
Multi-part multi-select	✓	✓			✓		
Drag-and-drop	✓		✓	✓	✓	✓	✓
Drop-down	✓		✓	✓	✓	✓	✓
Keypad-input	✓		✓		✓		
Coordinate-graph	✓		✓		✓		
Line-plot	✓		✓		✓		
Bar-graph	✓		✓		✓		
Number-line	✓		✓		✓		

*Multi-part items may have two parts that are BI, two parts that are NBI, or one part that is BI and one part that is NBI. The latter two versions are used only in online tests.

NOTE: ELA constructed-response, extended constructed-response, and extended writing-response items are technically NBI items since students cannot respond to them by filling in a bubble. However, these are considered “hand-scored” items. For more detailed information, please see the “ELA On-Demand Writing” section of this supplement and the grade/course-specific *Assessment Guide, Study/Resource Guide for Students and Parents, Item and Scoring Sampler: Extended Constructed-Response Narrative Item*, and *Item and Scoring Sampler: Reading and Evidence-Based Writing Item Set*.

FOCUS OF THE SUPPLEMENT

This supplement will focus primarily on two-point BI items used in print tests (with the exception of evidence-based selected-response [EBSR] items—please see the grade/course-specific *Assessment Guide* or *Study/Resource Guide for Students and Parents* for more information about, and examples of, EBSR items).

Students taking print tests and online tests may respond to different item types when taking a test during the same administration. Items presented in either test format align to the same reporting category or standard and are worth the same number of points. How items are presented in a print test and in an online test differ depending on the content area. This print supplement will focus on the use of the following item types:

- ELA print-only items
- multi-select items
- multi-part items (when both parts of the item are BI)
- multi-part multi-select items

ELA PRINT ITEMS

ELA assessments use five types of technology-enhanced (TE) items.

ELA Items Used Online and in Print

Technology-Enhanced Item Use for ELA	Used in Online Test	Used in Print Test
Evidence-based selected-response	✓	✓
Multi-select print-use		✓
Multi-part print-use		✓
Drag-and-drop	✓	
Drop-down	✓	

Drag-and-drop and drop-down items are used to assess writing and language items in online tests. For the print administration, a bubble-input (BI) print-use item assesses the same standard and content as the non-bubble-input (NBI) item. By design, the BI print-use version and NBI TE item use the same item content. The differences between them are how students are instructed to select their correct answers and the manner in which those answers are selected.

To help illustrate this, two BI print-use items and their equivalent NBI TE items are included in the following pages to provide a better understanding of what students might encounter in an online versus print administration. These examples are intended to be descriptive of the differences between ELA online and print tests but should not be considered all-inclusive.

Example Item 1: Print-Use

This example is a multi-select item, which means that the item has more than one correct answer. To respond to this item appropriately, students fill in two bubbles for that item in the corresponding spaces on the answer document.

Multi-Select Print-Use: 2 points

Grade: 3

Standard: ELAGSE3W7. Conduct short research projects that build knowledge about a topic.

DOK Level: 3

A student is writing a report about fruits grown in Georgia. Choose the TWO sources that would BEST help the student gather information for the report.

Best Sources for the Student’s Report
<ul style="list-style-type: none"> • •

- A. an article: “Famous Restaurants of Georgia”
- B. a cookbook: *Ten Healthy Meals from Georgia*
- C. a book: *Important Crops Farmed in Georgia*
- D. a travel guide: *An Atlas of Georgia’s Cities and Trails*
- E. a webpage: “Georgia, Leading Grower of Peanuts and Peaches”

Scoring Rubric

Points	Description
2	The student correctly selects options C and E.
1	The student correctly selects option C or E.
0	The student does not correctly select C or E.

Correct Answer: C, E

The two correct responses are “C. a book: *Important Crops Farmed in Georgia*” and “E. a webpage: ‘Georgia, Leading Grower of Peanuts and Peaches.’” The book is one of the correct responses because a book about crops farmed in Georgia will likely have a significant amount of information about fruits grown in Georgia. Similarly, a webpage about how Georgia is a leading grower of peaches would also likely provide detailed information about fruits grown in Georgia.

Example Item 1: Online Use

The following item is a two-point drag-and-drop item. To respond to this item appropriately, students use a mouse, touchpad, or touchscreen to drag the sources into the table. The stem and answer options of the item below are the same as in the print-use item. The difference between the two items is how the students select their answer options.

Drag-and-Drop Technology-Enhanced: 2 points

Grade: 3

Standard: ELAGSE3W7. Conduct short research projects that build knowledge about a topic.

DOK Level: 3

A student is writing a report about fruits grown in Georgia. Complete the chart by moving the TWO sources that would BEST help the student gather information for the report into the chart.

Best Sources for the Student's Report

-
-

an article: "Famous Restaurants of Georgia"

a cookbook: *Ten Healthy Meals from Georgia*

a book: *Important Crops Farmed in Georgia*

a travel guide: *An Atlas of Georgia's Cities and Trails*

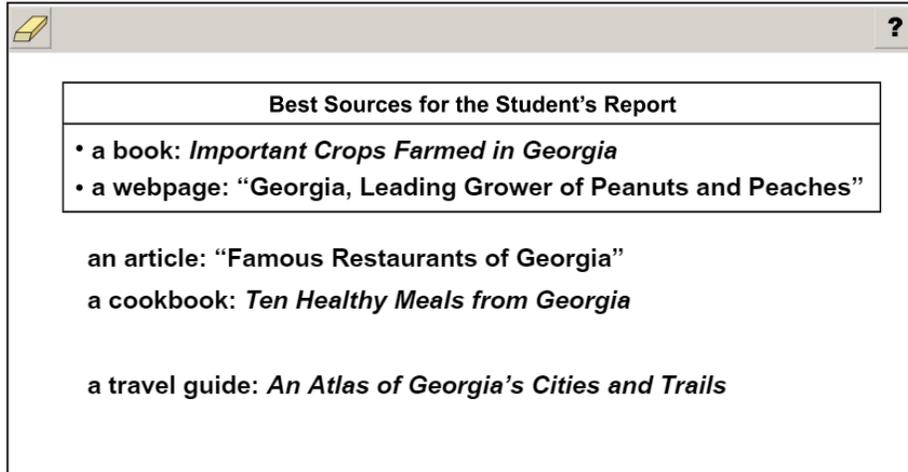
a webpage: "Georgia, Leading Grower of Peanuts and Peaches"

Scoring Rubric

Points	Description
2	The student correctly fills in two bullets (order of the bullets does not matter).
1	The student correctly fills in one bullet (order of the bullets does not matter).
0	The student does not correctly fill in any bullets.

Exemplar Response

The correct response is shown below.



The screenshot shows a digital interface with a header bar containing a pencil icon on the left and a question mark icon on the right. Below the header is a box titled "Best Sources for the Student's Report". Inside this box, there is a list of sources:

- a book: *Important Crops Farmed in Georgia*
- a webpage: "Georgia, Leading Grower of Peanuts and Peaches"

Below the list, there are three more sources:

- an article: "Famous Restaurants of Georgia"
- a cookbook: *Ten Healthy Meals from Georgia*
- a travel guide: *An Atlas of Georgia's Cities and Trails*

The two correct responses are "a book: *Important Crops Farmed in Georgia*" and "a webpage: 'Georgia, Leading Grower of Peanuts and Peaches.'" The book is one of the correct responses because a book about crops farmed in Georgia will likely have a significant amount of information about fruits grown in Georgia. Similarly, a webpage about how Georgia is a leading grower of peaches would also likely provide detailed information about fruits grown in Georgia.

Example Item 2: Print-Use

This example is a multi-part item, which means that students must answer two or more parts of the item to complete it. To respond to this item appropriately, students must complete four parts or fill in four blanks. For each blank, the student refers to the two answer options below for that blank and selects one answer by filling in the corresponding bubble on the answer document.

Multi-Part Print-Use: 2 points

Grade: 6

Standard: ELAGSE6L1a. Ensure that pronouns are in the proper case (subjective, objective, possessive).

DOK Level: 2

Read the paragraph. Choose the correct pronoun for each blank to complete the paragraph.

My twin brother and 1 work at a nearby swimming pool teaching swim lessons to younger children. 2 are beginning swimmers, which makes 3 job exciting.

The swimmers like it when the coaches play games and give swimming demonstrations.

At the end of the summer, the swimmers gave a “favorite coach” award to my brother and 4 .

Blank 1

- A. I
- B. me

Blank 2

- A. Them
- B. They

Blank 3

- A. our
- B. his

Blank 4

- A. I
- B. me

Scoring Rubric

Points	Description
2	The student correctly selects the options for all four blanks.
1	The student correctly selects the options for two or three blanks.
0	The student correctly selects the option for one blank or no blanks.

Exemplar Response

Correct Answer: A, B, A, B

For Blank 1, the correct response is “A. I” because the pronoun is part of the subject of the sentence and requires the nominative case. For Blank 2, the correct response is “B. They” because the pronoun is the subject of the sentence and requires the nominative case. For Blank 3, the correct response is “A. our” because the context calls for a plural possessive pronoun. For Blank 4, the correct response is “B. me” because the pronoun is the object of a preposition and requires the objective singular case.

Example Item 2: Online Use

The following item is a two-point drop-down item. To respond to this item appropriately, students must use a mouse, touchpad, or touchscreen to open each drop-down menu and select the correct answer from the drop-down options. The stem and answer options of the item below are the same as in the print-use item. The difference between the two items is how the students select their answer options.

Drop-Down Technology-Enhanced: 2 points

Grade: 6

Standard: ELAGSE6L1a. Ensure that pronouns are in the proper case (subjective, objective, possessive).

DOK Level: 2

Read the paragraph. Choose the correct pronoun from each drop-down menu to complete the paragraph.

My twin brother and work at a nearby swimming pool teaching swim lessons to younger children. are beginning swimmers, which makes job exciting. The swimmers like it when the coaches play games and give swimming demonstrations. At the end of the summer, the swimmers gave a “favorite coach” award to my brother and .

Read the paragraph. Choose the correct pronoun from each drop-down menu to complete the paragraph.

My twin brother and work at a nearby swimming pool teaching swim lessons to younger children. are beginning swimmers, which makes job exciting. The swimmers like it when the coaches play games and give swimming demonstrations. At the end of the summer, the swimmers gave a “favorite coach” award to my brother and .

: I, me
: I, me
: our, his
: Them, They

Scoring Rubric

Points	Description
2	The student correctly selects the options for the four drop-down menus.
1	The student correctly selects the options for two or three drop-down menus.
0	The student correctly selects the option for one drop-down menu or no drop-down menus.

Exemplar Response

The correct response is shown below.

Read the paragraph. Choose the correct pronoun from each drop-down menu to complete the paragraph.

My twin brother and work at a nearby swimming pool teaching swim lessons to younger children. are beginning swimmers, which makes job exciting. The swimmers like it when the coaches play games and give swimming demonstrations. At the end of the summer, the swimmers gave a “favorite coach” award to my brother and .

In the first drop-down menu, the correct response is “I” because the pronoun is part of the subject of the sentence and requires the nominative case. In the second drop-down menu, the correct response is “They” because the pronoun is the subject of the sentence and requires the nominative case. In the third drop-down menu, the correct response is “our” because the context calls for a plural possessive pronoun. In the fourth drop-down menu, the correct response is “me” because the pronoun is the object of a preposition and requires the objective singular case.

OTHER PRINT TEST ITEMS

Mathematics, Science, and Social Studies assessments may include bubble-input (BI) and non-bubble-input (NBI) technology-enhanced (TE) items aligned to any standard or reporting category. BI TE items can appear on both print and online tests. NBI items only appear in online tests. While students may encounter different test items—depending on whether they take an online test or a print test—the BI TE item and NBI TE item will align to the same reporting category or standard.

Three additional example items are included in this supplement to illustrate the types of BI TE items that appear on Mathematics, Science, and Social Studies print tests. These examples are intended to be descriptive of the item-type use that appears in print tests but should not be considered all-inclusive.

Example Item 3

This example is a multi-part multi-select item. It is multi-part because students must answer two parts and must select at least one answer in each part. For each part, students select an answer by filling in a corresponding bubble on the answer document. This item is also multi-select because Part B requires students to select two answers. To respond to the question appropriately, students fill in two bubbles for Part B in the corresponding spaces on the answer document.

Multi-Part Multi-Select Technology-Enhanced: 2 points

Content Area: Mathematics

Grade: 7

Standard: MGSE7.SP.6. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency. Predict the approximate relative frequency given the probability. *For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.*

DOK Level: 2

Part A

A cube numbered from 1 through 6 is rolled 300 times. The number 6 lands face-up on the cube 32 times.

What is the closest estimate for the experimental probability of 6 landing face-up on the cube?

- A. 0.087
- B. 0.107
- C. 0.127
- D. 0.188

Part B

A cube numbered from 1 through 6 is rolled 400 times. The probability of 3 landing face-up on the cube is $\frac{1}{6}$.

Select TWO values that indicate an approximate relative frequency of 3 landing face-up in 400 attempts.

- A. 24
- B. 64
- C. 70
- D. 200
- E. 240

Correct Answer: Part A: B, Part B: B, C

Explanation of Correct Answer:

Part A: The correct answer is choice (B) 0.107. When you divide 32 by 300, the answer is closest to 0.107. Choices (A), (C), and (D) are incorrect because they are not as close to the correct answer as choice (B).

Part B: The correct answer is choices (B) and (C). The theoretical probability predicts about 67, so 64 and 70 are the two closest approximations of the frequency of the number cube landing with the 3 face-up. Choices (A), (D), and (E) are incorrect because they are not as close to the theoretical frequency as choices (B) and (C).

Example Item 4

This example is a multi-select item, which means that the item has more than one correct answer. To respond to the question appropriately, students fill in two bubbles for the item in the corresponding spaces on the answer document.

Multi-Select Technology-Enhanced: 2 points

Content Area: Science

Grade: 8

Standard: S8P4. Obtain, evaluate, and communicate information to support the claim that electromagnetic (light) waves behave differently than mechanical (sound) waves.

- e. Analyze and interpret data to predict patterns in the relationship between density of media and wave behavior (i.e., speed).

DOK level: 3

Go on to the next page to finish example item 4.

A student questioned how the properties of different materials affect the speed of sound waves traveling through them. The student found the following data in a chemistry handbook for the speed of sound in gases, liquids, and solids.

Speed of Sound in Different Materials at Room Temperature

State	Material	Density (kg/m ³)	Speed of Sound (m/s)
gas	carbon dioxide	1.842	267
	helium	0.166	1,007
	methane	0.668	446
liquid	benzene	874	1,310
	ethanol	789	1,162
	water	1,000	1,497
solid	aluminum	2,700	6,420
	copper	8,790	5,010
	gold	19,290	3,240

The student analyzed the data to make predictions about the speed of sound on materials with various densities and states of matter. Which TWO predictions can be made based on the data shown in the table?

- A. The speed of sound generally increases as it moves from gases to liquids to solids.
- B. The speed of sound generally increases as it moves from liquids to gases to solids.
- C. The speed of sound generally increases as it moves from solids to gases to liquids.
- D. As the density of liquids and solids increases, the speed of sound generally increases.
- E. As the density of gases and liquids increases, the speed of sound generally decreases.
- F. As the density of solids and gases increases, the speed of sound generally decreases.

Correct Answer: A, F

Explanation of Correct Answer:

The correct answers are choice (A) The speed of sound generally increases as it moves from gases to liquids to solids, and choice (F) As the density of solids and gases increases, the speed of sound generally decreases. Choice (B) is incorrect because the general trend is increasing speed from gases to liquids. Choice (C) is incorrect because the speed of sound generally increases as it moves from gases to liquids to solids, not solids to gases to liquids. Choice (D) is incorrect because this statement is true of liquids, but not solids. Choice (E) is incorrect because this statement is true of gases, but not liquids.

Example Item 5

This example is a multi-part item, which means that students must answer two or more parts of the item to complete it. To respond to the question appropriately, students must select one answer from Part A and one answer option from Part B by filling in the corresponding bubbles on the answer document.

Multi-Part Technology-Enhanced: 2 points

Content Area: Social Studies

Course: United States History

Standard: SSUSH5. Investigate specific events and key ideas that brought about the adoption and implementation of the United States Constitution.

- c. Explain the key features of the Constitution, including the Great Compromise, limited government, and the Three-Fifths Compromise.

DOK Level: 3

Go on to the next page to finish example item 5.

Use the following information to answer the questions.

U.S. Census Information for Selected States in 1790

State	Number of Citizens	Number of Enslaved Persons	Population Represented in Congress
Georgia	53,294	29,254	70,846
Massachusetts	378,787	None	378,787
Virginia	454,973	292,637	630,555

Part A

How did the Three-Fifths Compromise affect the 1790 census results?

- A. Citizens in each state were counted as three-fifths of a person.
- B. Enslaved persons in each state were counted as three-fifths of a person.
- C. Only three-fifths of the citizens in each state were eligible to vote in elections.
- D. Only three-fifths of enslaved peoples in each state were eligible to vote in elections.

Part B

Which statement describes an immediate impact of the 1790 census information shown in the table?

- A. Southern states gained more influence in the House of Representatives.
- B. Slavery was declared unconstitutional and outlawed in the United States.
- C. Enslaved persons in the South earned the right to participate in the electoral process.
- D. Northern and Southern states went to the Supreme Court to contest the census data.

Correct Answer: B, A

Explanation of Correct Answer:

Part A

The correct answer is choice (B) Enslaved persons in each state were counted as three-fifths of a person. This meant that the Southern slave-holding states got representation based on part of their enslaved population, even though that population had no actual voice in the government, while the Northern states did not (or received very little, as their enslaved populations were much smaller). Choice (A) is incorrect because only enslaved persons were counted as three-fifths of a person and they were not citizens. Choice (C) is incorrect because the three-fifths ruling did not have anything to do with how many people could vote, just how many people were used for congressional representation. Choice (D) is incorrect because no enslaved persons were eligible to vote in elections.

Part B

The correct answer is choice (A) Southern states gained more influence in the House of Representatives. By allowing three-fifths of the enslaved population to be counted for representation purposes, Southern populations were inflated compared to Northern ones, giving the Southern states more influence. Choice (B) is incorrect because slavery was not outlawed until many years later. Choice (C) is incorrect because enslaved persons were not given the right to participate in the electoral process. Choice (D) is incorrect because this first Census data was not contested by the states at the Supreme Court level. There was concern that the population had been undercounted due to accessibility and transportation issues, but this was not brought to the level of the Supreme Court.

ELA ON-DEMAND WRITING

Both online and print administrations require students to respond to ELA constructed-response items by writing paragraphs, essays, or narratives. Constructed-response, extended constructed-response, and extended writing-response items are considered “on-demand writing in response to text.” Students write their responses without the extensive revision and rewrite functions expected with a planned writing exercise. For this reason, the hand-scoring process takes into account that student responses are viewed as first drafts and are not expected to be final, polished papers.

In the writing prompt, students are not given a minimum or maximum length for their responses but are instead encouraged to develop their responses fully and, when appropriate, to ensure that all aspects of the Writer’s Checklist have been addressed. Writing prompts themselves are designed to elicit the composition of a fully developed response within the time allotted for students to write. As such, the amount of test administration time provided to students to respond to a constructed-response item naturally correlates to how much students can write. Therefore, it is reasonable that students taking both the print and online tests be given a commensurate amount of space to write their responses. By necessity, the amount of answer space provided to students to write a response has a practical limit, but the volume of space provided to answer a writing prompt far exceeds the space students need to successfully respond to the prompt.

The explanations that follow detail the amount of space available for each type of constructed-response item in print and online tests.

RESPONSE-SPACE PARAMETERS

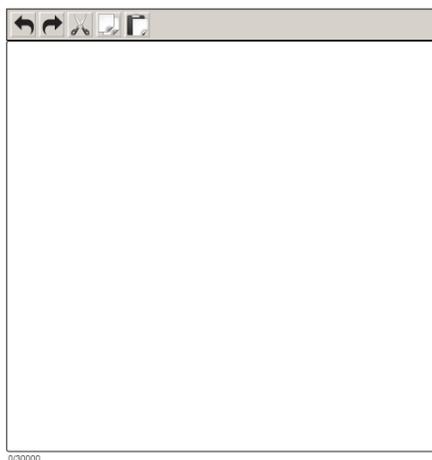
In print administrations, students handwrite their responses on lines provided on the answer document.



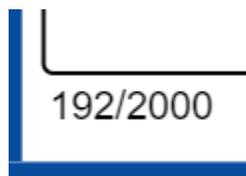
The number of words students can physically handwrite on a single line of a paper answer document varies considerably depending on the individual student's handwriting style, effective letter sizing, relative spacing between letters, words, and sentences, and paragraphing techniques. Please note that a student's handwriting is never used as a variable in scoring a written response on a Milestones assessment.

The total number of physical lines provided (and the number of physical pages those lines represent) on the answer document is intended to provide more than adequate space for a student to successfully respond to the test question. While the volume of response space provided is not intended to represent the exact overall length expected of a student's response, test questions that require longer responses will have more available response lines than test questions that require shorter responses. For example, an extended constructed-response narrative item will provide 22 response lines of answer space (covering one page), while an extended writing-response item will provide 76 response lines (covering 3.5 pages). The volume of response space is an immediate signal to students that a successful response to the test question will not require more than the space provided. This signal is not meant to limit students' creativity or writing style but to guide them into the best use of their time during the assessment.

For online administrations, students type their responses into a text box instead of handwriting them on lines on a printed answer document page.



Depending on the length of a student’s response, the typed text may extend below the visible space provided within the text box—in this case, the text will scroll to provide more vertical space for the student to continue to type. The maximum character count (shown under the response box), indicates how many possible characters may be entered into the online text box. Almost any key pressed on the keyboard is counted as a character: spaces, punctuation, letters, numbers, and symbols all count as characters. To assist students in accessing how much of the available answer space they have used, the number of characters the student has entered is listed beside the number of available characters, as illustrated here:



As with the physical response space in the paper answer document, the ongoing character count is not meant to limit students’ creativity or writing style but to guide them into the best use of their time during the assessment. While there is a maximum number of characters that students can enter in an online response space, the maximum number far exceeds the needs of verbose writing styles.

Response Space Maximums

On-Demand Writing Item Type	Point Value	Printed Answer Document		Online Response Space
		Maximum Number of Print Pages	Maximum Number of Lines	Maximum Number of Characters
Constructed-response	2	1	22	2,000
Extended constructed-response	4	1	22	2,000
Extended writing-response	7	3.5	76	30,000

During unusual circumstances when a student’s response exceeds the available capacity (such as when a scribe is transcribing the response of a student with accommodations), the answer document is physically sent for hand scoring.

PREPARING STUDENTS TO USE THE AVAILABLE RESPONSE SPACE

Educators should work with students throughout the year to ensure that students are aware of the maximum amount of response space and that they understand how best to use the response space for ELA constructed-response items.

Examples of support that align with this philosophy involve having students practice writing their responses on lined paper to understand how many words they usually write on a single line. Due to variances in handwriting size, a single handwritten paragraph may require a different number of lines for

different students. Students need to understand their own handwriting size and how to use that knowledge effectively if they are taking the print test.

Students taking the online test could practice typing their responses into a word-processing program. Most word-processing programs provide access to both a word count and a character count with just a few simple commands.

Please note: The GaDOE does not encourage teaching students to count words or characters across an entire written response. Counting characters and words is not an instructional replacement for teaching students to construct concise, well-developed responses.

While making students aware of the word and character limits is important, educators should focus instruction on teaching students to write effectively in response to a given prompt. The effectiveness of the writing, rather than its length, is what students will be evaluated on and should be the focus of classroom instruction. A long, rambling response that fills all of the available space is unlikely to be as successful as a shorter, well-organized response that uses only a portion of the available response space. For examples of handwritten responses and typed responses, see the *Georgia Milestones Item and Scoring Samplers* found on the GaDOE website: <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Item-Samplers.aspx>.

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Assessment Guide
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