Formative Assessments and Resources

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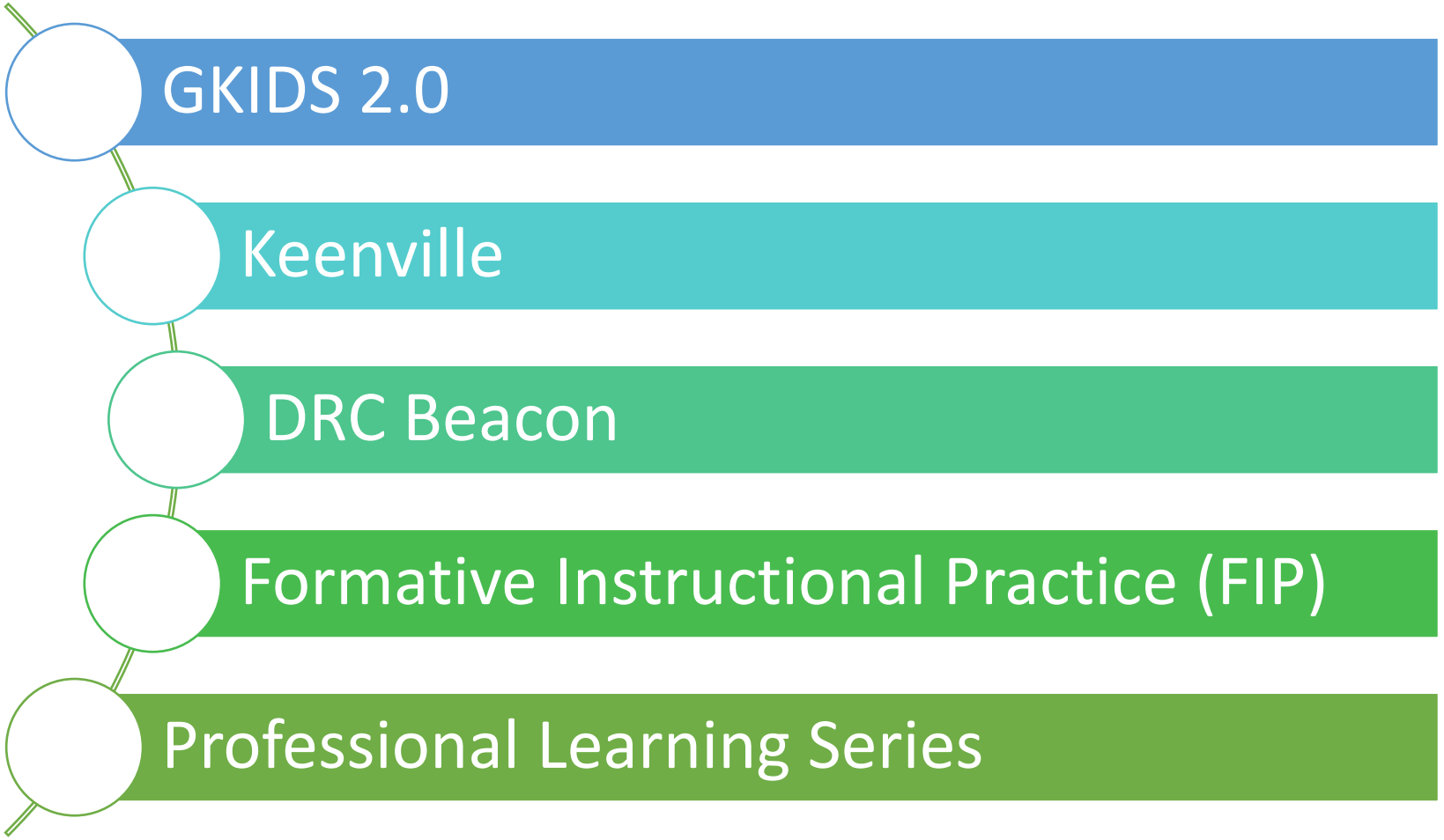
Director of Assessment Administration

Session Logistics

- **Handouts:** Session handouts are available for download in the handouts section
  - ❖ Handouts are also available on our Events and Conferences webpage
- **Questions:** Enter questions/comments in the questions box
- **Feedback:** Please complete the pop-up survey at the close of the session
- **Certificate of Attendance:** A link to a certificate of attendance will be emailed in 24-hours
  - ❖Must attend the entire live session
- **On Demand:** Session recordings will be available for on-demand access following the close of the conference on the Events and Conference webpage at http://www.gadoe.org/sdeevents
  - ❖On-demand views are not eligible to receive a certificate of attendance

Agenda


GKIDS 2.0
Keenville
DRC Beacon
Formative Instructional Practice (FIP)
Professional Learning Series

GKIDS

GEORGIA KINDERGARTEN INVENTORY OF DEVELOPING SKILLS

GKIDS 2.0

A progression-based formative assessment

A big idea describes the integration of concepts and skills from the kindergarten standards that are most important for success in first grade.

A learning progression shows where the student is in the learning continuum of content and reasoning development. Each progression

provides the big picture of what is to be learned across the year; and

provides teachers with one source of real-time information to adjust instruction by identifying what a student already knows, what the student needs next and allowing teachers to monitor growth.

A performance task is a skill or skills that allows the student to show what they know and can do.

Big Idea: A kindergarten student will count using multiple strategies.
Progression: Counting – Number
(Note: Expectation is non-written communication in a form appropriate for the student, such as counting out loud or sign language.)

Beginning	Emerging	Developing	Demonstrating	Exceeding
Counts forward to 20.	Counts forward to 30 by 1s.	Counts forward to 50 by 1s and 10s. Counts forward to 30 from a given number within 0-30.	Counts forward to 100 by 1s and 10s. Counts forward to 100 from a given number within 0 - 100.	Counts forward to 120 by 1s, 5s, and 10s.
CD-MA1.4a	MGSEK.CC.1	MGSEK.CC.1 MGSEK.CC.2	MGSEK.CC.1 MGSEK.CC.2	MGSE1.NBT.1

Who is Assessed?

GKIDS 2.0 is designed to provide information for ALL students enrolled in kindergarten by

allowing students of varying levels of ability to participate in all activities;
identifying students' current level of knowledge, skill, and concept development; and
monitoring student growth on progressions throughout the school year.

Performance tasks are appropriate to use with all students.

Universally designed allowances provide for a range of actions, material presentations, procedures, and settings.

Additional supports may be provided, as needed, to allow students to demonstrate what they know and can do.

Keeping a Formative Lens

Progression-Based Performance Tasks:

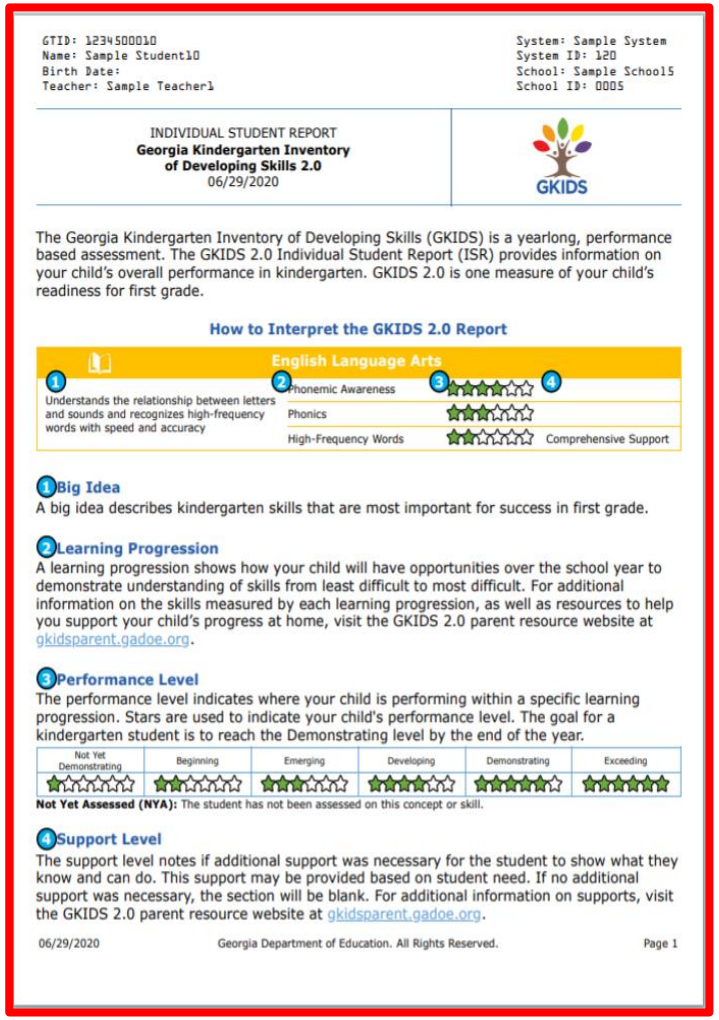
- Intended to elicit the skills described in each level of each progression
- Designed to help teachers use authentic classroom assessment evidence of learning gathered during instruction

Note:

1. The use of these tasks is not required, as teachers have the flexibility to use other tasks, tools, or activities to assess each learning target (e.g., MAP, iReady, and others)
2. The suggested performance tasks serve to convey the expectation of students for meeting each learning target and should be used as a reference if teachers choose to utilize other tasks or activities.

GKIDS 2.0 - Student Report

- **Intended to inform parents of their child's progress along the progressions**
  - **Can be printed at any time**
- **Will reflect the most current data entered**



GTID: 1234500010
Name: Sample Student10
Birth Date:
Teacher: Sample Teacher1

System: Sample System
System ID: 120
School: Sample School5
School ID: 0005

INDIVIDUAL STUDENT REPORT
Georgia Kindergarten Inventory of Developing Skills 2.0
06/29/2020

GKIDS

The Georgia Kindergarten Inventory of Developing Skills (GKIDS) is a yearlong, performance based assessment. The GKIDS 2.0 Individual Student Report (ISR) provides information on your child's overall performance in kindergarten. GKIDS 2.0 is one measure of your child's readiness for first grade.

How to Interpret the GKIDS 2.0 Report

English Language Arts

1 Understands the relationship between letters and sounds and recognizes high-frequency words with speed and accuracy

2 Phonemic Awareness
Phonics
High-Frequency Words

3

4 Comprehensive Support

1 Big Idea
A big idea describes kindergarten skills that are most important for success in first grade.

2 Learning Progression
A learning progression shows how your child will have opportunities over the school year to demonstrate understanding of skills from least difficult to most difficult. For additional information on the skills measured by each learning progression, as well as resources to help you support your child's progress at home, visit the GKIDS 2.0 parent resource website at gkidsparent.gadoe.org.

3 Performance Level
The performance level indicates where your child is performing within a specific learning progression. Stars are used to indicate your child's performance level. The goal for a kindergarten student is to reach the Demonstrating level by the end of the year.

Not Yet Demonstrating	Beginning	Emerging	Developing	Demonstrating	Exceeding

Not Yet Assessed (NYA): The student has not been assessed on this concept or skill.

4 Support Level
The support level notes if additional support was necessary for the student to show what they know and can do. This support may be provided based on student need. If no additional support was necessary, the section will be blank. For additional information on supports, visit the GKIDS 2.0 parent resource website at gkidsparent.gadoe.org.

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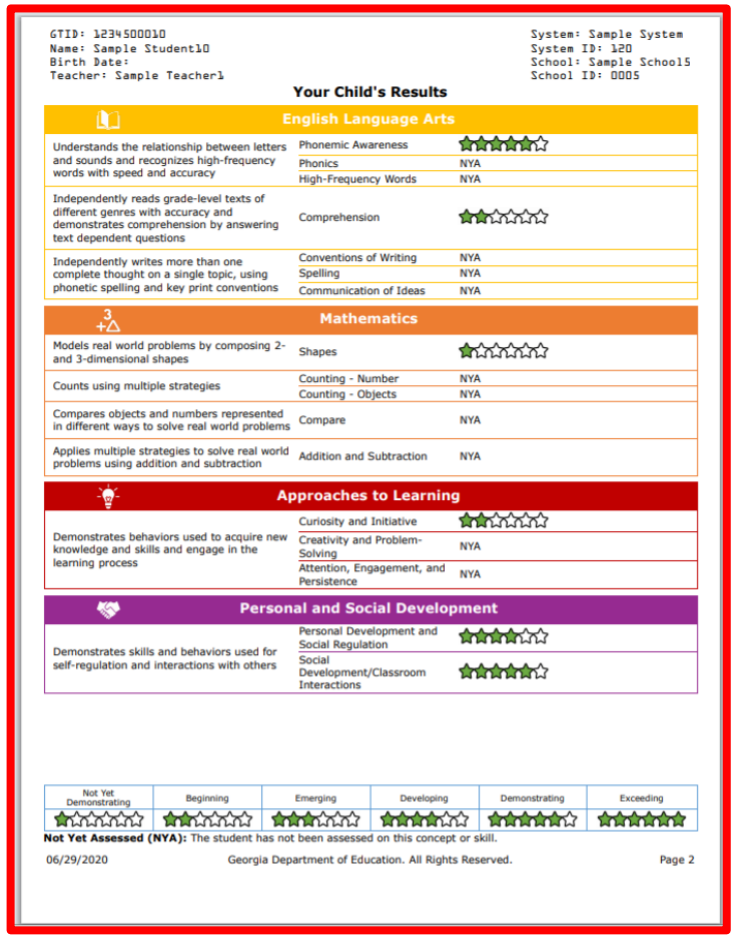
GKIDS 2.0 - Student Report



GTID: 1234500010
Name: Sample Student10
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Your Child's Results

English Language Arts

Understands the relationship between letters and sounds and recognizes high-frequency words with speed and accuracy	Phonemic Awareness	★★★★★☆
	Phonics	NYA
	High-Frequency Words	NYA
Independently reads grade-level texts of different genres with accuracy and demonstrates comprehension by answering text dependent questions	Comprehension	★★☆☆☆☆
Independently writes more than one complete thought on a single topic, using phonetic spelling and key print conventions	Conventions of Writing	NYA
	Spelling	NYA
	Communication of Ideas	NYA

Mathematics

Models real world problems by composing 2- and 3-dimensional shapes	Shapes	★☆☆☆☆☆
Counts using multiple strategies	Counting - Number	NYA
	Counting - Objects	NYA
Compares objects and numbers represented in different ways to solve real world problems	Compare	NYA
Applies multiple strategies to solve real world problems using addition and subtraction	Addition and Subtraction	NYA

Approaches to Learning

Demonstrates behaviors used to acquire new knowledge and skills and engage in the learning process	Curiosity and Initiative	★★☆☆☆☆
	Creativity and Problem-Solving	NYA
	Attention, Engagement, and Persistence	NYA

Personal and Social Development

Demonstrates skills and behaviors used for self-regulation and interactions with others	Personal Development and Social Regulation	★★★★☆☆
	Social Development/Classroom Interactions	★★★★★☆

Not Yet Demonstrating	Beginning	Emerging	Developing	Demonstrating	Exceeding
★☆☆☆☆☆	★★☆☆☆☆	★★★☆☆☆	★★★★☆☆	★★★★★☆	★★★★★★

Not Yet Assessed (NYA): The student has not been assessed on this concept or skill.

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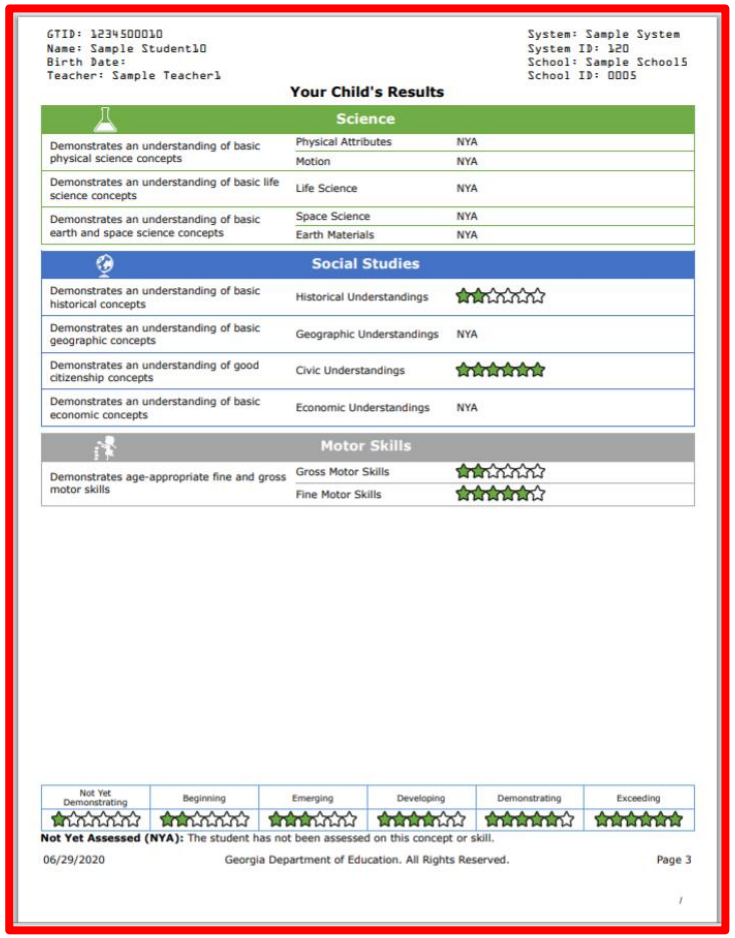

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Your Child's Results

Science

Demonstrates an understanding of basic physical science concepts	Physical Attributes	NYA
	Motion	NYA
Demonstrates an understanding of basic life science concepts	Life Science	NYA
Demonstrates an understanding of basic earth and space science concepts	Space Science	NYA
	Earth Materials	NYA

Social Studies

Demonstrates an understanding of basic historical concepts	Historical Understandings	★★☆☆☆☆
Demonstrates an understanding of basic geographic concepts	Geographic Understandings	NYA
Demonstrates an understanding of good citizenship concepts	Civic Understandings	★★★★★★
Demonstrates an understanding of basic economic concepts	Economic Understandings	NYA

Motor Skills

Demonstrates age-appropriate fine and gross motor skills	Gross Motor Skills	★★☆☆☆☆
	Fine Motor Skills	★★★★★☆

Not Yet Demonstrating	Beginning	Emerging	Developing	Demonstrating	Exceeding
★☆☆☆☆☆	★★☆☆☆☆	★★★☆☆☆	★★★★☆☆	★★★★★☆	★★★★★★

Not Yet Assessed (NYA): The student has not been assessed on this concept or skill.

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GKIDS 2.0 Parent Website

- gkidsparent.gadoe.org
  - Provides guidance on understanding the Individual Student Report
  - Offers activities aligned to the Big Ideas within each domain
  - May be utilized during parent conferences
  - Enhances school to home communication

GKIDS 2.0

Resources

GKIDS 2.0 and Readiness Check Resources

Parent Resources

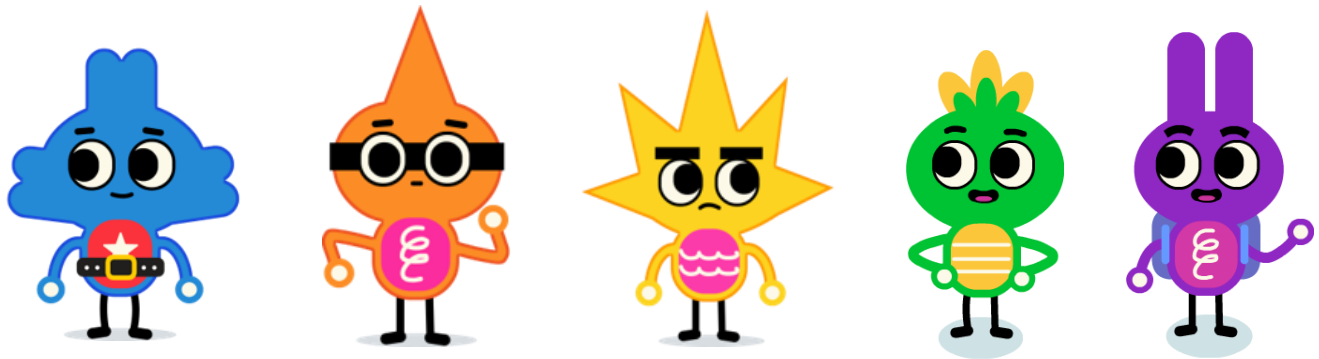
GKIDS Readiness Check	GKIDS 2.0
GKIDS Readiness Check Parent Website Parent Flyer (English): Color I Black & White Parent Flyer (Spanish): Color I Black & White	GKIDS 2.0 Parent Website GKIDS 2.0 Parent Flyer

Educator Resources

GKIDS Readiness Check	GKIDS 2.0
GKIDS Readiness Check Administration Manual GKIDS Readiness Check Next Steps Guide GKIDS Readiness Check Optional Resources GKIDS Readiness Check Reminders and Considerations GKIDS Readiness Check Teacher FAQ GKIDS Readiness Check System and School Leader FAQ	GKIDS 2.0 Administration Manual ▪ Part 1: Overview ▪ Part 2: English Language Arts ▪ Part 3: Mathematics ▪ Part 4: Science and Social StudiesPart 5: Non-Academic Domains Administration Manual Summary of Changes Optional Resource Guide

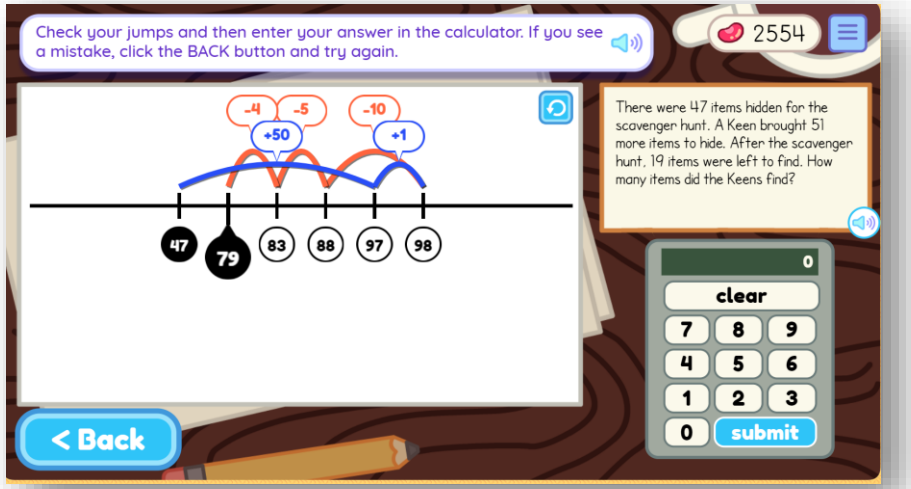
https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GKIDS-2.0.aspx

Keenville
Georgia's Game-Based Formative Assessment for Grades 1 and 2



Welcome to Keenville!

- Keenville is Georgia's game-based formative assessment in literacy and mathematics for first and second grade students.
- Keenville is available to all public-school districts via the Statewide Longitudinal Data System (SLDS).



The purpose of Keenville is to:

Provide

educators a formative measure on essential literacy and numeracy skills in the early grades.

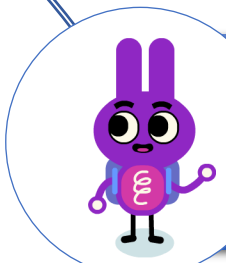
Promote

teaching and learning by guiding differentiated instructional practices to maximize student learning.

Engage

young learners through a series of interactive challenges that directly align to Georgia content standards.

What Keenville IS NOT:



Keenville is not designed to be an instructional tool.

Keenville should not be considered or used as a tool for accountability or high-stakes purposes.

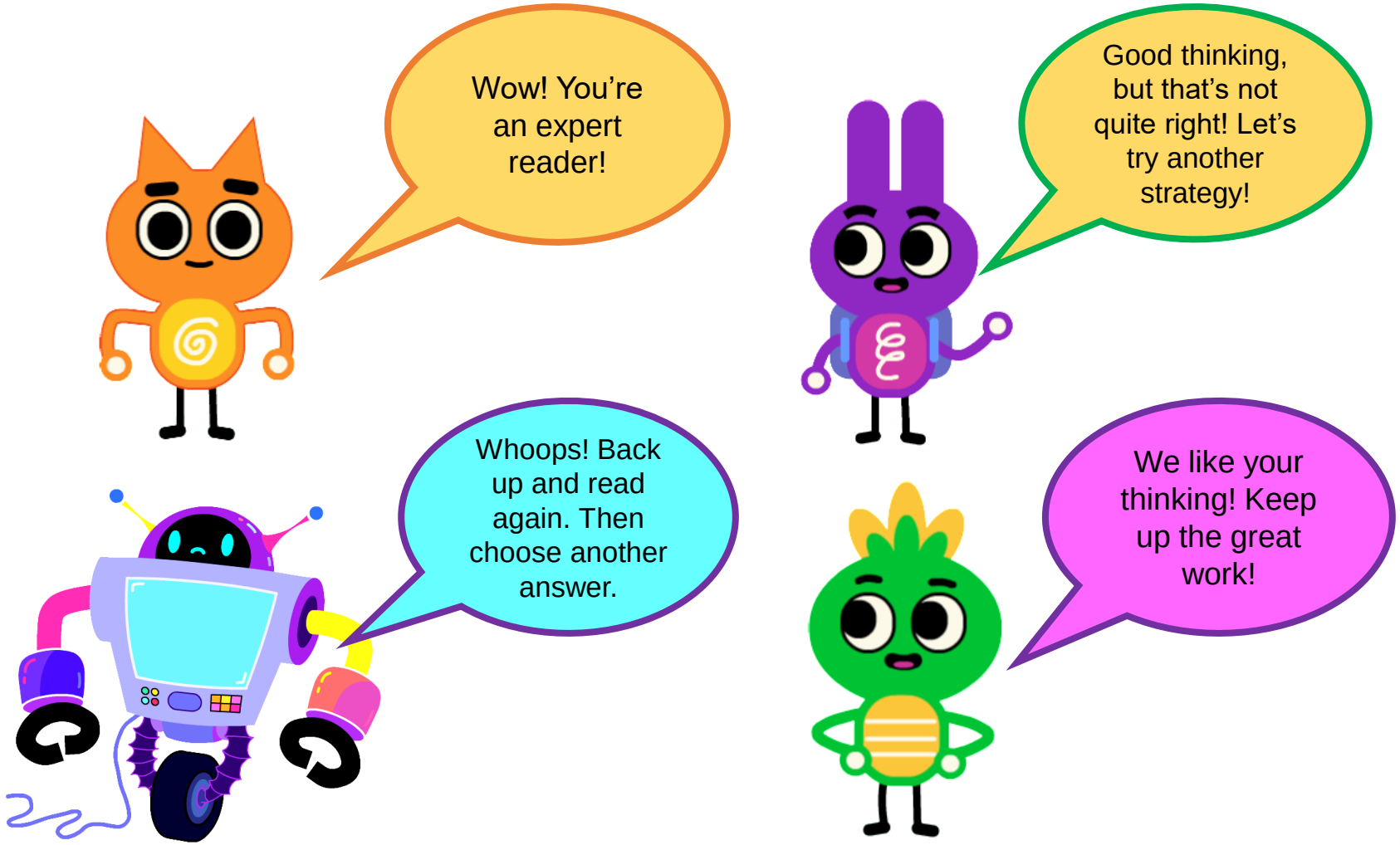
Keenville data should not be used to prevent student entry to a subsequent grade level.

Keenville Overview

- Keenville is designed to engage students through features such as:
  - customizing an avatar;
  - earning rewards;
  - designing their Keen's home; and
  - purchasing a vehicle for easy travel around Keenville.

- Keenville provides ongoing support to students through features such as:
  - Game tutorials
  - Motivational prompts and feedback

Motivational Feedback



Keenville Games – ELA

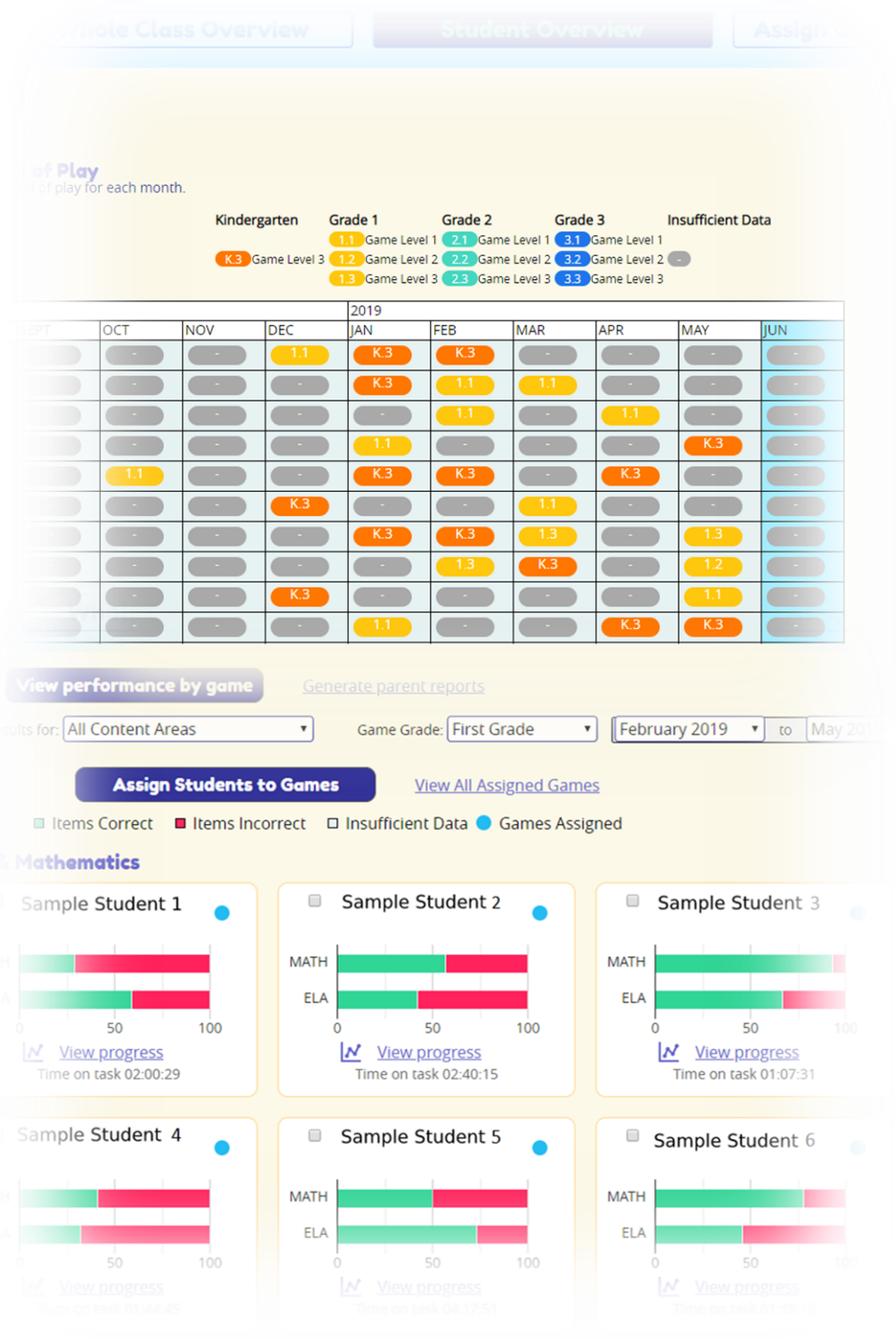
Game	Grade(s)	Skills Assessed
Harbor Phonics	1 and 2	Phonics & Word Recognition
Museum of Mysteries	1 and 2	Phonics & Word Recognition
Peachling Playground	1 and 2	Phonics & Word Recognition
Get Those Beans!	1 and 2	Phonics Fluency
Downhill Skiing	1 and 2	Vocabulary Acquisition and Use
Junkbot	1 and 2	Vocabulary Acquisition and Use
Classroom Detective	1 and 2	Reading Literary
Hometown Heroes	1 and 2	Reading Literary
Peachy Acres Farm	1 and 2	Reading Literary
River Clean-Up	1 and 2	Reading Literary
Up the Beanstalk	2	Reading Literary
Cave Explorer	1 and 2	Reading Informational
Keenbot	1 and 2	Reading Informational
Island Adventure	1 and 2	Reading Informational
River Patrol	1 and 2	Reading Informational
Swamp Explorer	1 and 2	Reading Informational
Keenville Action News	2	Reading Informational

Keenville Games – Math

Games	Grade(s)	Skills Assessed
Cloud Hopper	1 and 2	Reading and Writing Numerals
Treat Factory	1 and 2	Interpreting Data Using Graphs
Farmers Market	1 and 2	Money
Keenville Sheriff	1 and 2	Solving Word Problems
High-Rise Builders	1 and 2	Solving Equations
Captain Peachbeard	1 and 2	Addition and Subtraction
River Tubing	1 and 2	Addition and Subtraction
Get Those Beans!	1 and 2	Addition and Subtraction Fluency
Carnival Time	1 and 2	Telling Time
Bargain Hunters	1 and 2	Measurement
Peachling Gym	1 and 2	Comparing Numbers Using <, >, & =
Peachling Café	1 and 2	Place Value
Guitar Maker	1 and 2	Shapes
Ski Lodge	2	Interpreting Data with Line Plots
Lunch Munch	2	Fractional Parts to Whole
Intergalactic Fair	2	Using Repeated Addition

Interactive Dashboards

- Interactive dashboards provide real-time data to help guide instruction and enhance instructional practices.



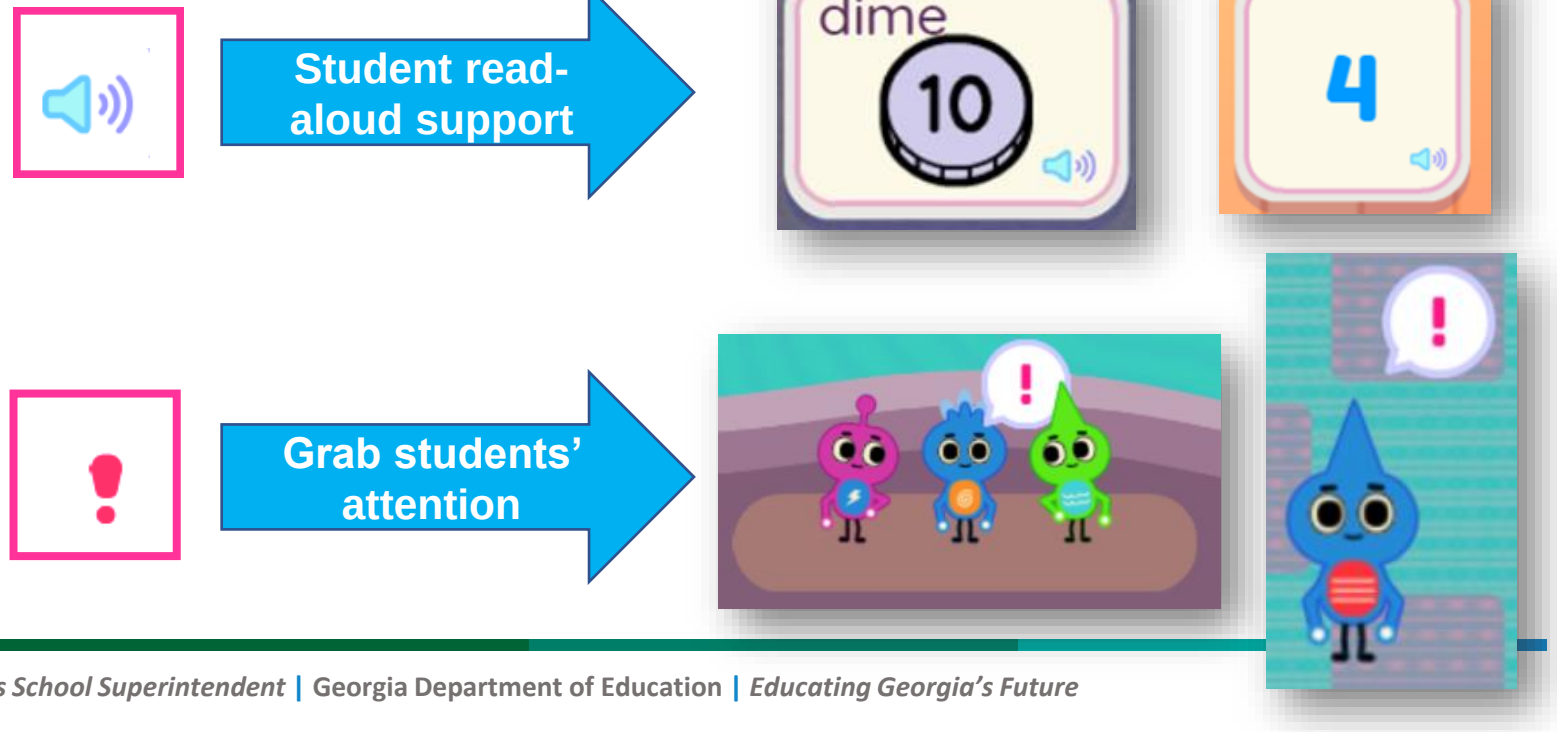
Accessibility Features

All instructions and questions can be read aloud in Keenville for all students.

Reading passages are not read aloud.

Prompts guide students to the next step in the game environment.

Students are provided as much time as needed to complete the games.



Keenville Sheriff
Game Level Content Descriptions

Grade	Level 1	Level 2	Level 3
Kindergarten	NA	NA	Solve addition and subtraction word problems **up to 10** with **result, start, and change unknown** using various strategies.
Grade 1	Solve addition and subtraction word problems **up to 20** with the **result unknown** using various strategies.	Solve addition and subtraction word problems **up to 20** with the **start and change unknown** using various strategies.	Solve addition word problems **up to 20** with **three addends** using various strategies.
Grade 2	Solve **one-step** addition and subtraction word problems **within 100** with **no regrouping** using various strategies	Solve **two-step** addition and subtraction word problems **within 50** with **no regrouping** using various strategies.	Solve **two-step** addition and subtraction word problems **within 100 with regrouping** using various strategies.
Grade 3	Solve **one- or two-step** addition and subtraction word problems **within 1,000** using various strategies.	NA	NA

Keenville Training Course

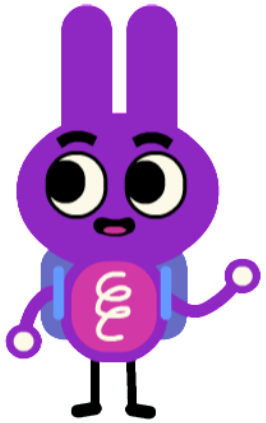
- An online training course for first and second grade teachers and administrators is available via the PL tab in SLDS.
- Course topics include:
  - Introduction to Keenville (~18 minutes)
    - Keenville: The Student Experience (~7 minutes)
    - Get Those Beans! Fluency Game for ELA and Math (~5 minutes)
  - Introduction to ELA Games (~7 minutes)
    - Overview videos for each ELA game (~3 to 5 minutes each)
  - Introduction to Math Games (~3 minutes)
    - Overview videos for each math game (~3 to 5 minutes each)
  - Teacher Dashboard
    - Introduction (~3 minutes)
    - Whole Class Overview (~4 minutes)
    - Student Overview (~7 minutes)
    - Assigning Games (~4 minutes)
  - District and School Leader Dashboards (~9 minutes)
  - Using Keenville to Guide Instruction (~9 minutes)

Keenville Educator Resources

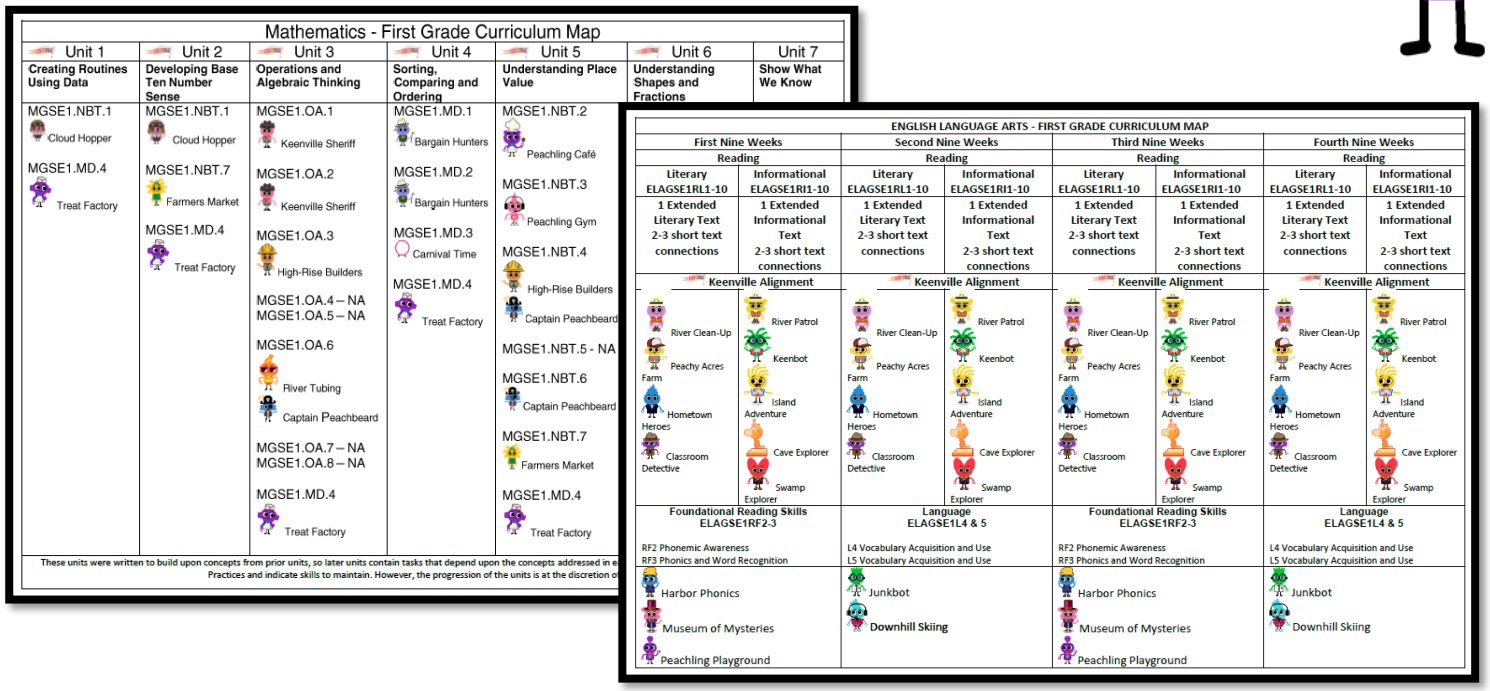
- Keenville User Guide
  - Part 1: Introduction to Keenville
  - Part 2: English Language Arts Games
  - Part 3: Mathematics Games
  - Part 4: Teacher Dashboard
  - Part 5: District and School Leader Dashboards
  - Part 6: Using Keenville Data to Guide Instruction

keenville.gadoe.org

Keenville Educator Resources



- Curriculum map alignment



Mathematics - First Grade Curriculum Map

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Creating Routines Using Data	**Developing Base Ten Number Sense**	**Operations and Algebraic Thinking**	**Sorting, Comparing and Ordering**	**Understanding Place Value**	**Understanding Shapes and Fractions**	**Show What We Know**
MGSE1.NBT.1 Cloud Hopper MGSE1.MD.4 Treat Factory	MGSE1.NBT.1 Cloud Hopper MGSE1.NBT.7 Farmers Market MGSE1.MD.4 Treat Factory	MGSE1.OA.1 Keenville Sheriff MGSE1.OA.2 Keenville Sheriff MGSE1.OA.3 High-Rise Builders MGSE1.OA.4 – NA MGSE1.OA.5 – NA MGSE1.OA.6 River Tubing, Captain Peachbeard MGSE1.OA.7 – NA MGSE1.OA.8 – NA MGSE1.MD.4 Treat Factory	MGSE1.MD.1 Bargain Hunters MGSE1.MD.2 Bargain Hunters MGSE1.MD.3 Carnival Time MGSE1.MD.4 Treat Factory	MGSE1.NBT.2 Peachling Café MGSE1.NBT.3 Peachling Gym MGSE1.NBT.4 High-Rise Builders, Captain Peachbeard MGSE1.NBT.5 - NA MGSE1.NBT.6 Captain Peachbeard MGSE1.NBT.7 Farmers Market MGSE1.MD.4 Treat Factory		

These units were written to build upon concepts from prior units, so later units contain tasks that depend upon the concepts addressed in e
Practices and indicate skills to maintain. However, the progression of the units is at the discretion of

ENGLISH LANGUAGE ARTS - FIRST GRADE CURRICULUM MAP

First Nine Weeks		Second Nine Weeks		Third Nine Weeks		Fourth Nine Weeks	
Reading		Reading		Reading		Reading	
Literary ELAGSE1RL1-10	Informational ELAGSE1RI1-10	Literary ELAGSE1RL1-10	Informational ELAGSE1RI1-10	Literary ELAGSE1RL1-10	Informational ELAGSE1RI1-10	Literary ELAGSE1RL1-10	Informational ELAGSE1RI1-10
1 Extended Literary Text 2-3 short text connections	1 Extended Informational Text 2-3 short text connections	1 Extended Literary Text 2-3 short text connections	1 Extended Informational Text 2-3 short text connections	1 Extended Literary Text 2-3 short text connections	1 Extended Informational Text 2-3 short text connections	1 Extended Literary Text 2-3 short text connections	1 Extended Informational Text 2-3 short text connections
Keenville Alignment		Keenville Alignment		Keenville Alignment		Keenville Alignment	
River Clean-Up, Peachy Acres Farm, Hometown Heroes, Classroom Detective	River Patrol, Keenbot, Island Adventure, Cave Explorer, Swamp Explorer	River Clean-Up, Peachy Acres Farm, Hometown Heroes, Classroom Detective	River Patrol, Keenbot, Island Adventure, Cave Explorer, Swamp Explorer	River Clean-Up, Peachy Acres Farm, Hometown Heroes, Classroom Detective	River Patrol, Keenbot, Island Adventure, Cave Explorer, Swamp Explorer	River Clean-Up, Peachy Acres Farm, Hometown Heroes, Classroom Detective	River Patrol, Keenbot, Island Adventure, Cave Explorer, Swamp Explorer
Foundational Reading Skills ELAGSE1RF2-3 RF2 Phonemic Awareness RF3 Phonics and Word Recognition		**Language ELAGSE1L4 & 5** L4 Vocabulary Acquisition and Use L5 Vocabulary Acquisition and Use		**Foundational Reading Skills ELAGSE1RF2-3** RF2 Phonemic Awareness RF3 Phonics and Word Recognition		**Language ELAGSE1L4 & 5** L4 Vocabulary Acquisition and Use L5 Vocabulary Acquisition and Use	
Harbor Phonics, Museum of Mysteries, Peachling Playground		Junkbot, Downhill Skiing		Harbor Phonics, Museum of Mysteries, Peachling Playground		Junkbot, Downhill Skiing	

keenville.gadoe.org

Keenville Parent Resources

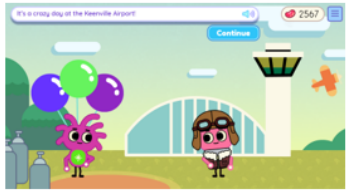
Junkbot

In **Junkbot,** students help teach Junkbot how to learn new words. This game focuses on vocabulary acquisition and use.

Skills Assessed by Game Level

Grade	Game Level 1	Game Level 2	Game Level 3
Kindergarten	NA	NA	Determine or clarify the meaning of unknown and multiple- meaning words and phrases based on kindergarten reading and content (i.e., -ed, -s, re-, un-, pre-, -ful, -less).
Grade 1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases:		
	using frequently occurring affixes as a clue to the meaning of a word. (i.e., -er, -able, -est, dis-, mis-, im-, in-, -ed, -s, re-, un-, pre-, -ful, -less.)	using frequently occurring affixes as a clue to the meaning of a word (i.e., -er, -able, -est, dis-, mis-, im-, in-, -ed).	using sentence-level context as a clue to the meaning of a word or phrase.
Grade 2	Determine or clarify the meaning of unknown and multiple-meaning words and phrases:		
	when a known prefix is added to a known word (i.e., re-, un-, pre-, dis-, mis-, im-, in-).	by using the root word as a clue to provide meaning of an unknown word with the same root.	by using sentence-level context as a clue to the meaning of a word or phrase.
Grade 3	Determine or clarify the meaning of unknown and multiple-meaning word and phrases:		
	formed when a known affix is added to a known word. (i.e., -ed, -s, re-, un-, pre-, -ful, -less, -er, -able, -est, dis-, mis-, im-, in-).	by using the root word as a clue to provide meaning of an unknown word with the same root.	by using sentence-level context as a clue to the meaning of a word or phrase.

Cloud Hopper



In **Cloud Hopper**, students use their numeracy skills to collect all the numbers floating above Keenville. This game focuses on building numeracy skills by encouraging students to identify numbers represented in multiple ways.

Skills Assessed by Game Level

Grade	Game Level 1	Game Level 2	Game Level 3
Kindergarten	NA	NA	Represent numbers from 0 – 20 with written numerals, sets of objects, base ten blocks, and number lines.
Grade 1	Represent numbers up to 50 with written numerals, sets of objects, base ten blocks (pictures only), and number lines.	Represent numbers up to 100 with written numerals, sets of objects, base ten blocks (pictures only), and number lines.	Represent numbers up to 120 with written numerals, sets of objects, base ten blocks (pictures or written form), and number lines.
Grade 2	Represent numbers up to 300 with written numerals, sets of objects, base ten blocks (pictures or written form), and number lines.	Represent numbers up to 600 with written numerals, base ten blocks (pictures or written form), number lines, number names, and expanded form (with non-zero digits).	Represent numbers up to 1,000 with written numerals, base ten blocks (pictures or written form), number lines, number names, and expanded form.

DRC BEACON ASSESSMENT

What is DRC BEACON?

Using DRC BEACON to Inform Teaching and Learning

Launching 2020-2021 School Year

Formatives for 3rd through 8th grade Mathematics & English Language Arts

Provided free to all Georgia schools as an optional formative tool

Not high-stakes or used for accountability purposes – a truly formative tool

Will provide information on state test performance (once data available)

Uses same platform as Georgia Milestones to decrease anxiety and increase familiarity

Formatives can be customized by educators to assess specific content or all content in a course

Educators can assess strategically, instead of every student having to take every test at every grade

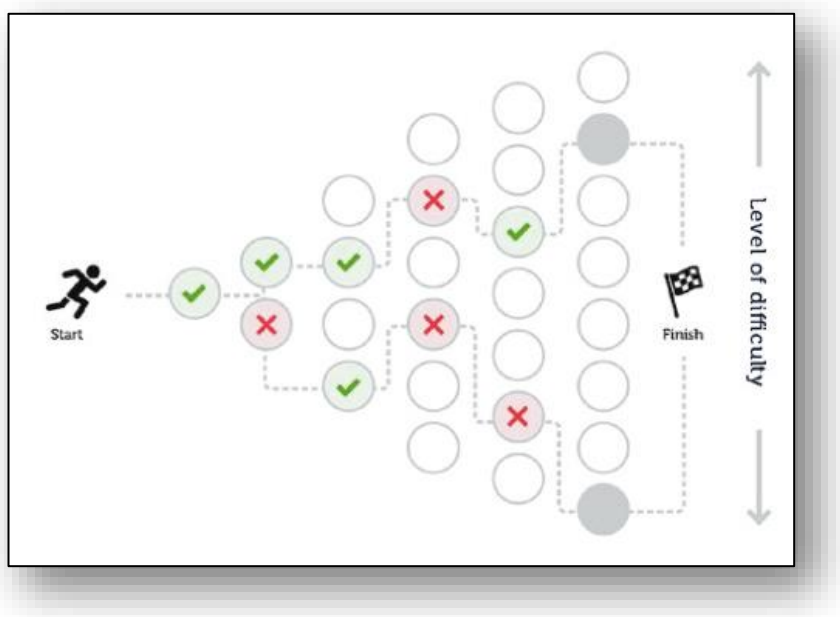
Immediate and detailed results are provided to guide classroom instruction and enhance teaching

Computer adaptive to minimize testing time and pinpoint student learning quickly

As Georgia's standards change, items will stay updated and aligned

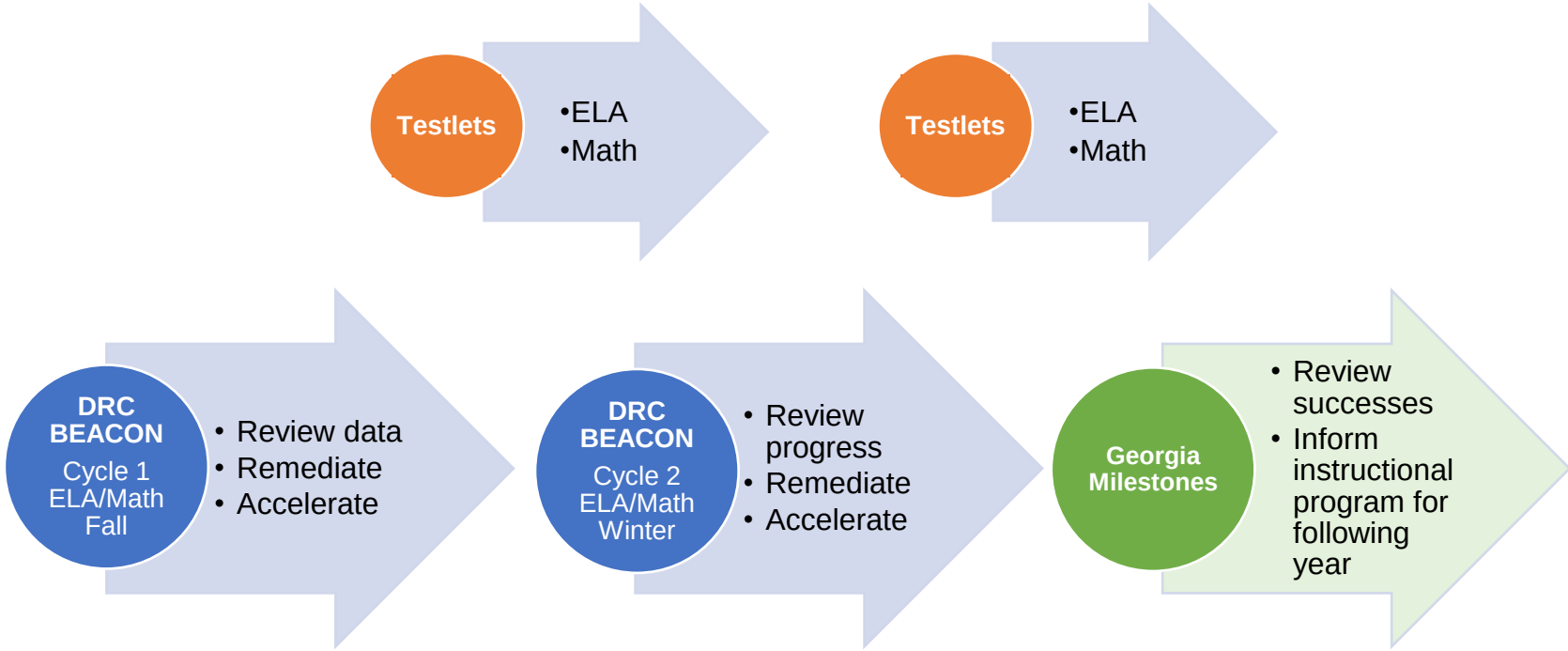
Districts are provided with a formative tool that saves them money, honors local control and allows for assessing student needs more strategically.

Computer-Adaptive Testing (CAT)



- Greater precision across a wide range of achievement levels
  - Test questions selected dynamically based on the student's previous responses
  - Test difficulty tailored to each individual student
- Reduced testing time
  - No time spent taking questions that are too easy or too hard
  - Fewer questions than fixed form tests
- Matches complex test blueprints with multiple constraints

DRC BEACON Administration Options

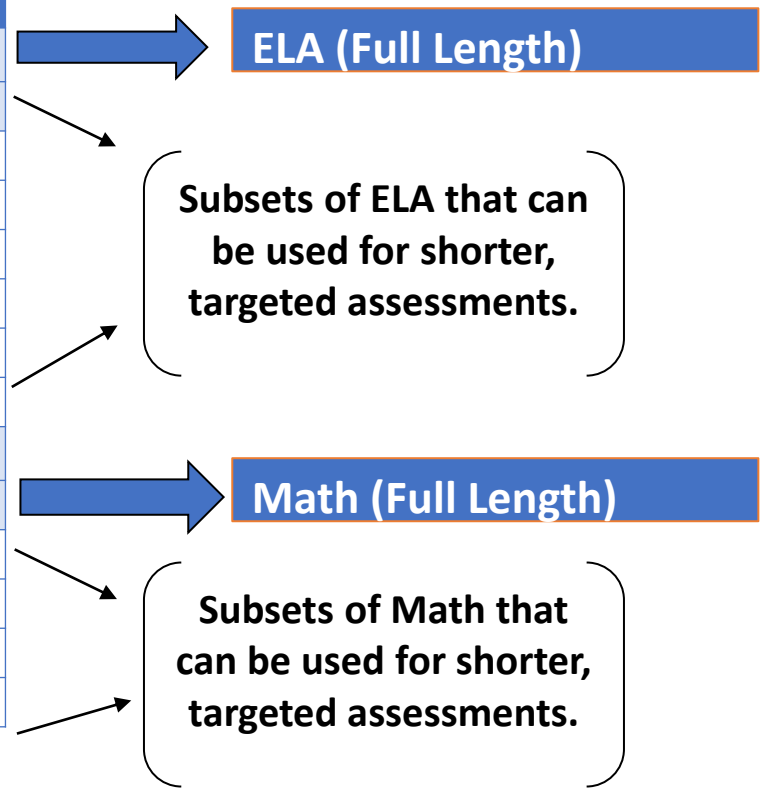


ASSESSMENT *FOR* LEARNING
Timely, detailed data to inform instruction for individual students as it is occurring.

ASSESSMENT *OF* LEARNING
Final summative performance for students that informs the instructional program as a whole.

DRC BEACON Assessments

Assessment Name	Estimated Time in Minutes
English Language Arts (ELA)-Full Length	**80-110**
Subsets of ELA Test (Testlets)	
Reading	45-55
Reading and Writing (no listening)	70-90
Writing Research	10-14
Writing Text Types and Purposes	10-12
Writing Conventions of Standard English	10-12
Listening	N/A
Math-Full Length	**45-60**
Subsets of Math Test (Testlets)	
Algebra	15-20
Number and Quantity	15-20
Measurement and Data	15-20
Geometry	15-20



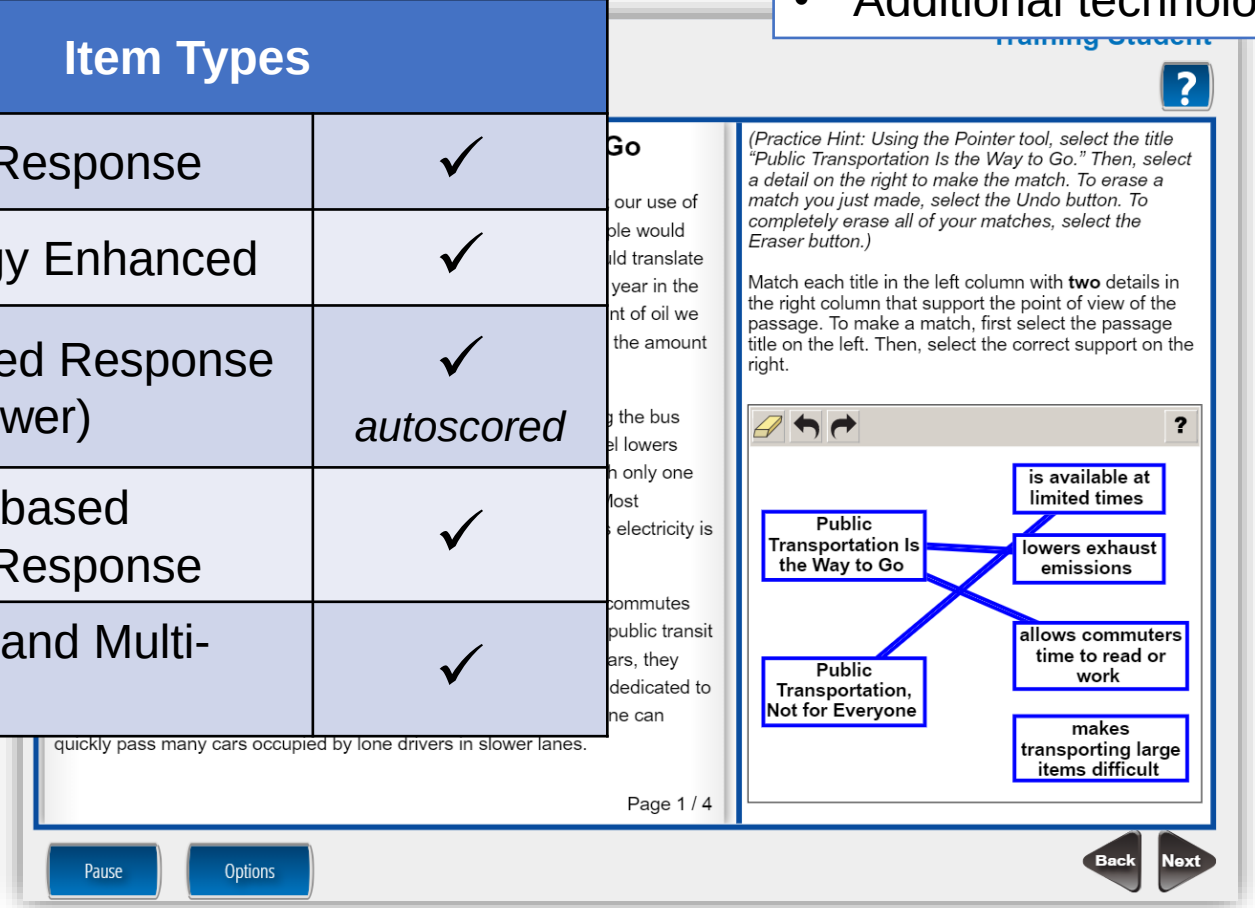
- ✓ Testlet results roll up to a composite score if completed in a 30-day time period.
- ✓ GaDOE recommendation that all students test **on grade level** due to the computer adaptive nature of DRC BEACON

DRC BEACON Items

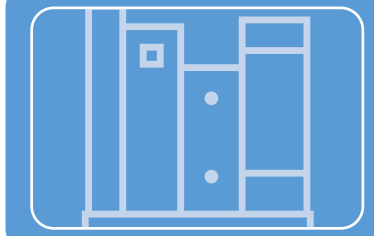
Sample ELA & Math Items

- Familiar interface
- Same technology as Georgia Milestones
- Additional technology-enhanced items

Item Types	
Selected Response	✓
Technology Enhanced	✓
Constructed Response (short answer)	✓ *autoscored*
Evidence-based Selected Response	✓
Multi-part and Multi-select	✓



Useability, Accessibility, and Accommodations

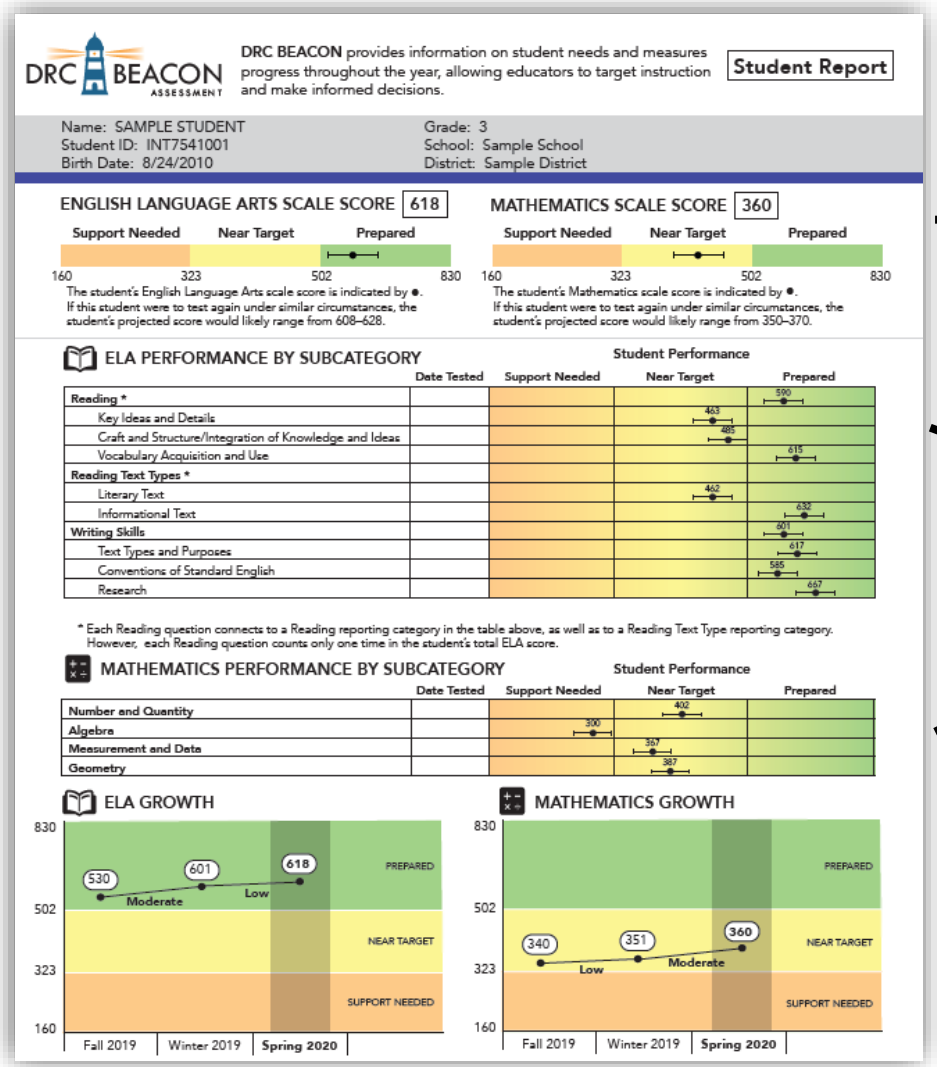


Accessibility tools and accommodations fulfill universal design principles

Students access the list of accessibility tools and accommodations that they are accustomed to using with Georgia Milestones

Can be used on all supported devices and operating systems currently used with DRC INSIGHT, with no additional software downloads.

Individual Student Report (ISR)



DRC BEACON ASSESSMENT

DRC BEACON provides information on student needs and measures progress throughout the year, allowing educators to target instruction and make informed decisions.

Student Report

Name: SAMPLE STUDENT
Student ID: INT7541001
Birth Date: 8/24/2010

Grade: 3
School: Sample School
District: Sample District

ENGLISH LANGUAGE ARTS SCALE SCORE 618

Support Needed | Near Target | Prepared

160 323 502 830

The student's English Language Arts scale score is indicated by ●.
If this student were to test again under similar circumstances, the student's projected score would likely range from 608–628.

MATHEMATICS SCALE SCORE 360

Support Needed | Near Target | Prepared

160 323 502 830

The student's Mathematics scale score is indicated by ●.
If this student were to test again under similar circumstances, the student's projected score would likely range from 350–370.

ELA PERFORMANCE BY SUBCATEGORY

	Date Tested	Student Performance: Support Needed	Near Target	Prepared
Reading *				590
Key Ideas and Details			463	
Craft and Structure/Integration of Knowledge and Ideas			485	
Vocabulary Acquisition and Use				615
Reading Text Types *				
Literary Text			462	
Informational Text				632
Writing Skills				601
Text Types and Purposes				617
Conventions of Standard English				585
Research				667

* Each Reading question connects to a Reading reporting category in the table above, as well as to a Reading Text Type reporting category. However, each Reading question counts only one time in the student's total ELA score.

MATHEMATICS PERFORMANCE BY SUBCATEGORY

	Date Tested	Student Performance: Support Needed	Near Target	Prepared
Number and Quantity			402	
Algebra		300		
Measurement and Data			367	
Geometry			387	

ELA GROWTH

MATHEMATICS GROWTH

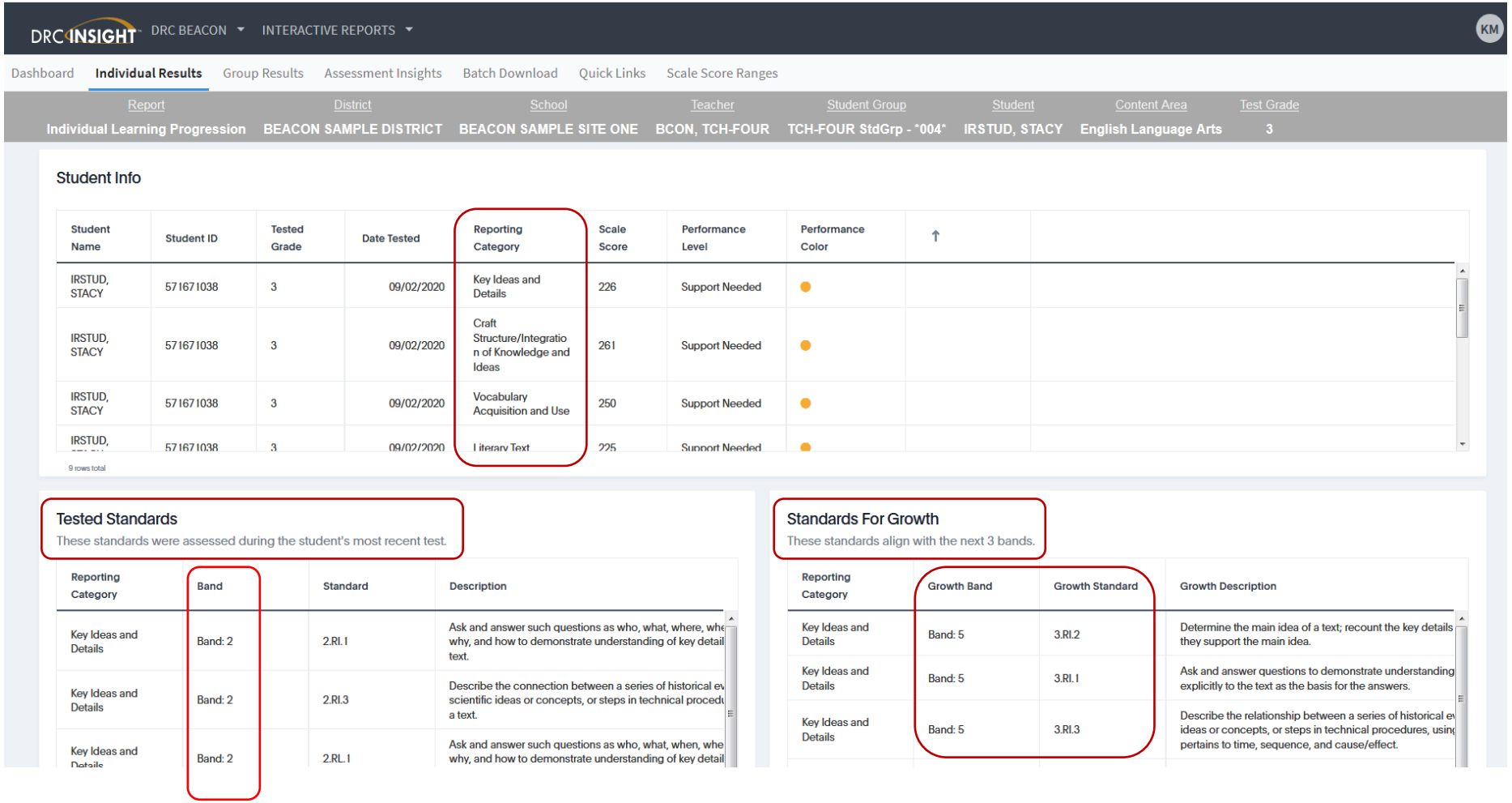
Scale Score

Performance

Growth
Progress and Growth
Adequacy

Individual Learning Progression Report

Standards & Domains; Growth & Remediation



Performance Bands

Performance Level	Description of Each Main DRC BEACON Performance Level
Needs Support	Students need support to gain the required skills for success in the next grade or course.
Near Target	Students are likely at (or near) the level of skill needed for success in the next grade or course.
Prepared	Students are likely prepared for success in the next grade or course.

Perf. Band	Level Alignment	Description of Student Performance in Each Performance Band
1	***Needs Support***	*Needs Support* for current grade and previous two grades.
2		*Needs Support* for current and previous grade, but *Near Target* for the grade before that.
3		*Needs Support* for the current grade, but *Near Target* for the previous two grades.
4	***Near Target***	The first quarter of the *Near Target* scale range for the current grade.
5		The middle half of the *Near Target* scale range for the current grade.
6		The final quarter of the *Near Target* scale range for the current grade.
7	***Prepared***	*Prepared* at the current grade and *Near Target* at the next grade.
8		*Prepared* at the current and next grade and *Near Target* at the grade after that.
9		*Prepared* at the current grade and next two grades.

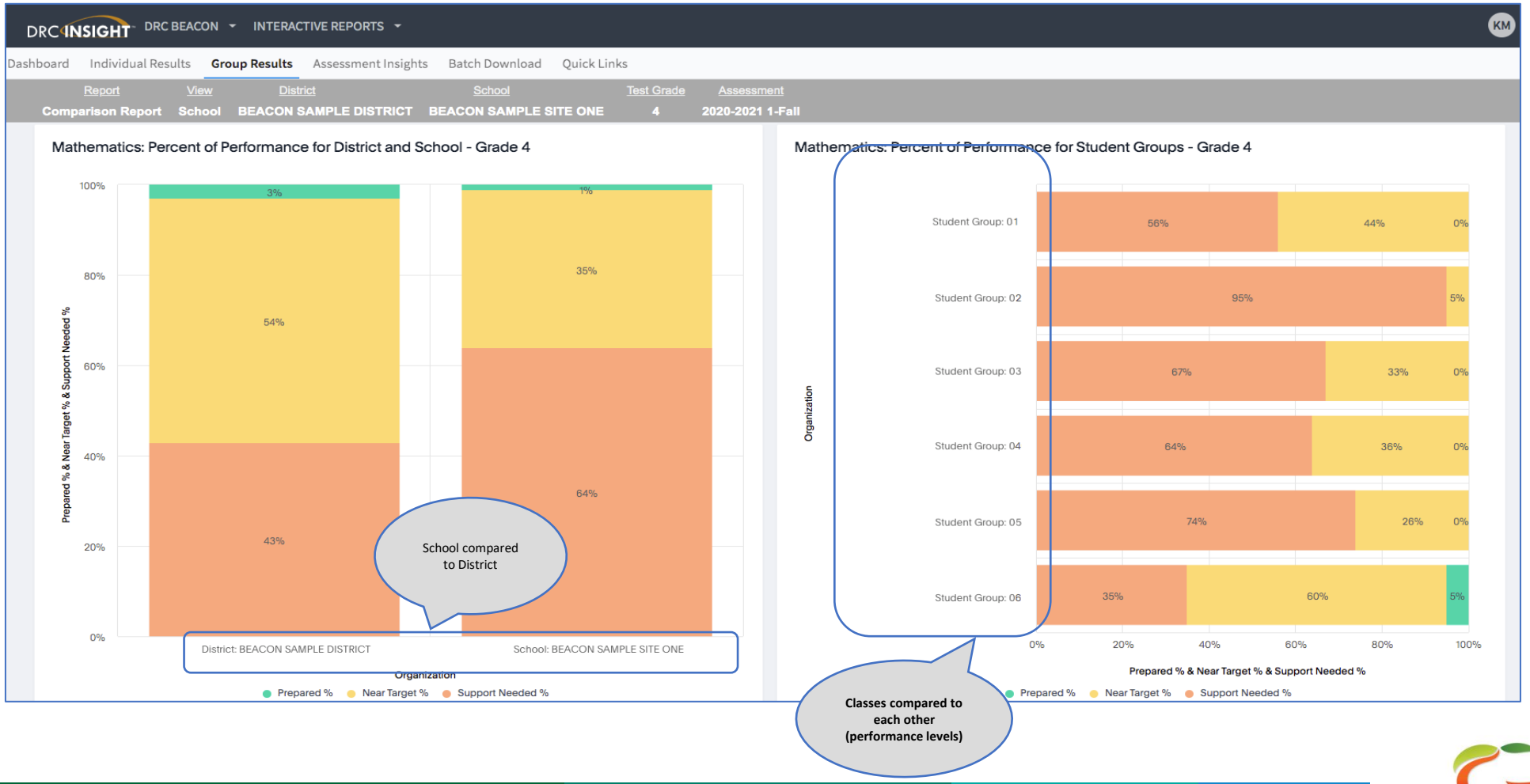
Growth Measures

<u>Growth</u> on DRC BEACON is reported as the difference in scale scores from two test administrations

- For example, if a Grade 5 student takes the full DRC BEACON math assessment in the fall and again in the winter, and their scores are 500 and 540. Student growth would be 40 points.
- Student growth of 40 points based on fall and winter test administrations is different than student growth of 40 points based on fall and spring test administrations.
- DRC BEACON also reports growth adequacy to provide further context for interpreting growth

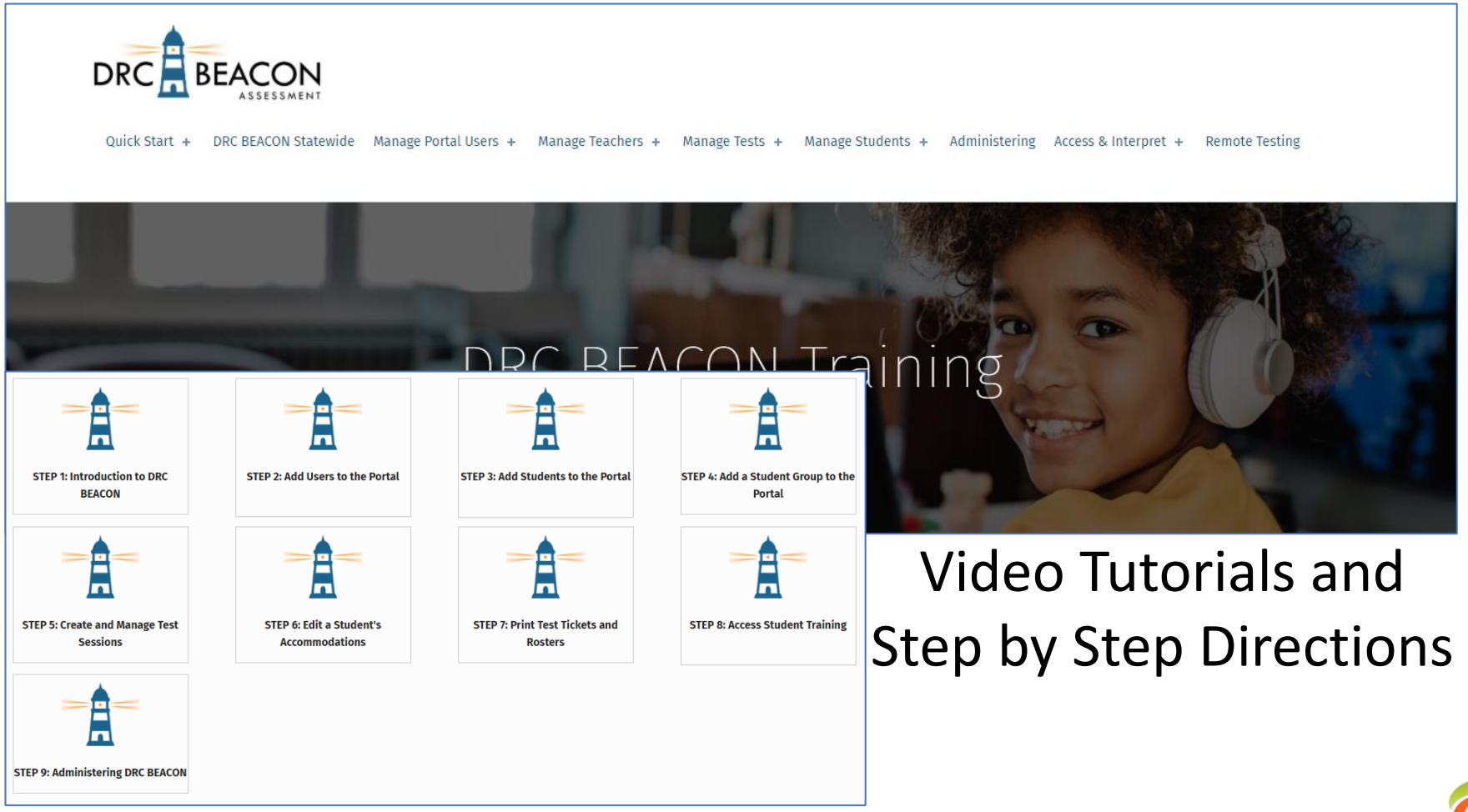
Group Results

Group Comparisons – District and School



On Demand Training; Available 24/7

www.drcbeacontraining.com



Video Tutorials and Step by Step Directions

DRC BEACON Resources

Administration Resources

- DRC BEACON Examiner Test Directions
- DRC BEACON Overview and Pre-Administration Training
- DRC Online Tools Training
- DRC BEACON Training Website

Remote/Virtual Administration Setting Resources

- Administrator Remote Testing Administration Checklist
- Administrator Remote Testing Administration FAQs
- Administrator Remote Testing Instructions
- Web Conferencing Options for Remote Testing

Student & Parent/Guardian Resources

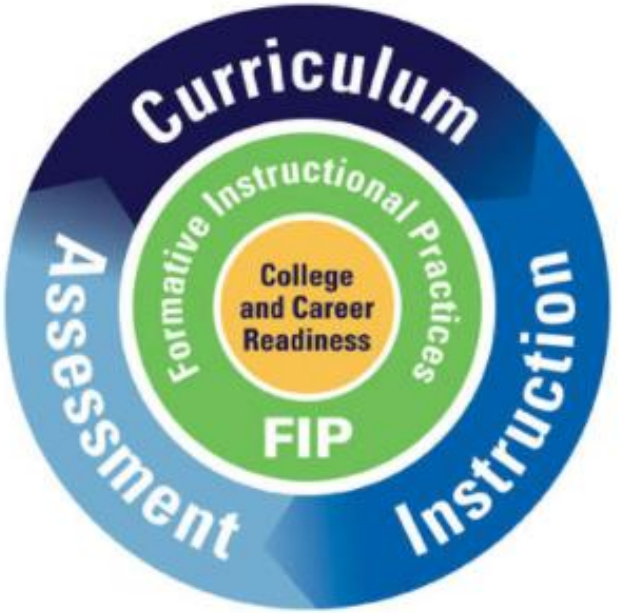
- DRC BEACON Flyer
- DRC Online Tools Training
- DRC BEACON Student Tutorial

Remote/Virtual Home Setting Resources

- DRC Remote Testing Device Check
- Parent/Guardian Remote Testing Administration Checklist
- Parent/Guardian Remote Testing Administration FAQs
- Parent/Guardian Remote Testing Administration Guide
- Parent/Guardian and Student Agreement for Remote Testing
- Parent/Guardian and Student Agreement for Remote Testing - Spanish

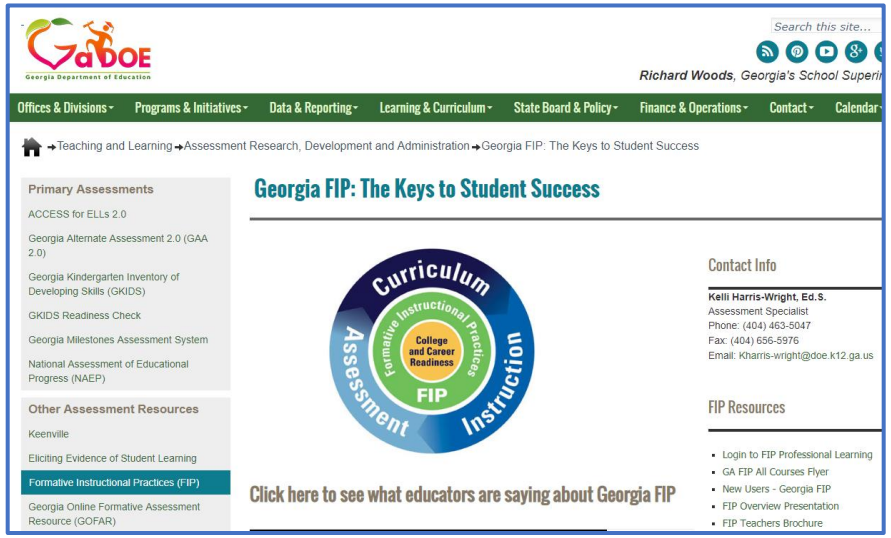
DRC Customer Service 1-866-282-2249 (option 4)
or gahelpdesk@datarecognitioncorp.com

Georgia FIP: The Keys to Student Success



Formative Instructional Practices (FIP)

Online and Blended Professional Learning



Develop educators' knowledge and use of lesson-based formative assessment

GA FIP online professional learning has four foundational components.

1. Clear Learning Targets
2. Collecting, analyzing and using evidence of student learning
3. Effective Feedback
4. Student Ownership of Learning

https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GeorgiaFIP.aspx

Historical Data from FIP Feedback Survey of Teachers

Q5:
Please rate your perception of the usefulness of the content in Georgia FIP to your classroom work with students.

Percent of Respondents Rating Highly or Moderately Useful

Year	Number of Survey Participants	Positive Perceptions on Usefulness of FIP
2017-2018	460	91%
2018-2019	504	94%
2019-2020	355	95%

Best Practices

LEARNING TARGETS ARE CLEAR

- Students can answer the question, **“Where am I going?”**

EVIDENCE OF STUDENT LEARNING IS COLLECTED AND DOCUMENTED

- Students use this evidence to answer the question, **“Where am I now?”**

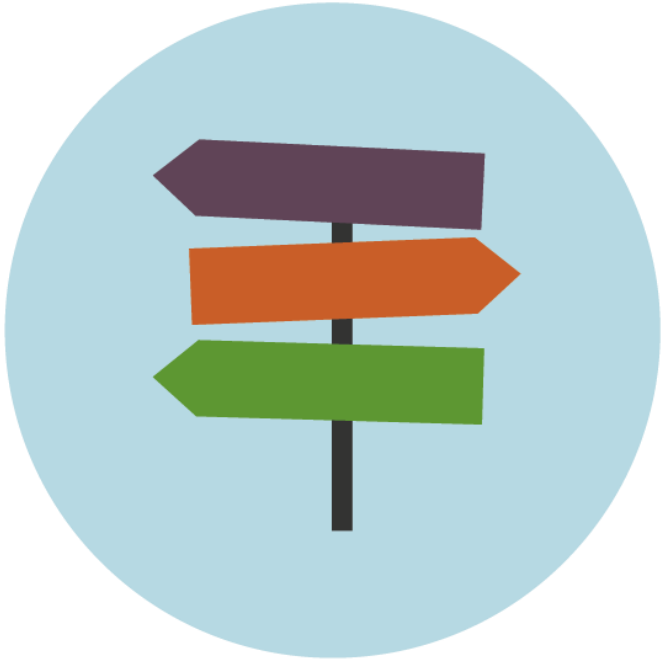
Best Practices

FEEDBACK IS EFFECTIVE

- Students use effective feedback to answer the question, **“Am I on the right path?”**

STUDENTS TAKE OWNERSHIP OF THEIR LEARNING

- Students can answer the question, **“What do I need to do to be successful?”**



Best Practices

Leaders can more effectively model and support the practices they want teachers and students to master for overall teaching and learning improvement.

School leaders can provide more targeted feedback to teachers, establish clear learning targets for the faculty's use of FIP strategies, and create support structures that foster success.

Formative Instructional Practices (FIP)

New FIP Courses Coming!

- Through a collaboration between the Offices for District and School Effectiveness and Assessment and Accountability, an additional FIP online learning course series will be developed this fall.
- The three-course series will be Assessment 101: Empowering Leaders and Teachers to Engage Parents in Student Learning.
- The overall purpose of the content is to demystify assessment and its use for leaders, teachers, parents, and students.
- Throughout the series, emphasis will be placed on learning how to communicate about assessment results with students, parents, colleagues, and community partners.

FIP Resources

FIP Resources

Administration Resources

FIP Leaders Brochure	FIP to LAPS Crosswalk
FIP Foundations PLUs for Leaders	Leading FIP Tool 1
Getting Started with FIP Districts	FIP Sample Leader PLG Tool 3

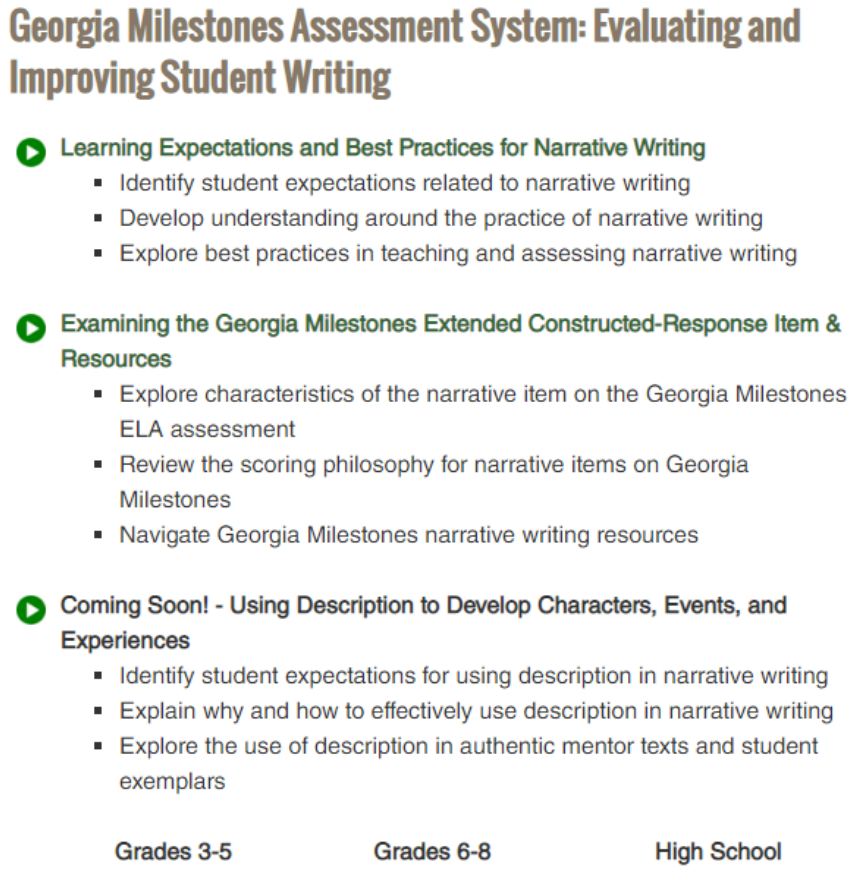
Educator Resources

Locate FIP Access Codes	Getting Started with FIP Teachers
New Users - GA FIP	FIP Sample Teacher PLG Tool 2
GA FIP All Courses Flyer	FIP PLUs for RES, CLT, EBG
FIP Overview Presentation	FIP PLUs for DSA
FIP Teachers Brochure	Maintaining FIP Course Hours
FIP to TAPS Crosswalk	

Professional Learning Series

Evaluating & Improving Student Writing

Professional Learning Series



Georgia Milestones Assessment System: Evaluating and Improving Student Writing

- **Learning Expectations and Best Practices for Narrative Writing**
  - Identify student expectations related to narrative writing
  - Develop understanding around the practice of narrative writing
  - Explore best practices in teaching and assessing narrative writing
- **Examining the Georgia Milestones Extended Constructed-Response Item & Resources**
  - Explore characteristics of the narrative item on the Georgia Milestones ELA assessment
  - Review the scoring philosophy for narrative items on Georgia Milestones
  - Navigate Georgia Milestones narrative writing resources
- **Coming Soon! - Using Description to Develop Characters, Events, and Experiences**
  - Identify student expectations for using description in narrative writing
  - Explain why and how to effectively use description in narrative writing
  - Explore the use of description in authentic mentor texts and student exemplars

Grades 3-5 Grades 6-8 High School

Narrative Writing Resources

- Assessment Guides
- Study Guides
  - Comprehensive Writing Unit inclusive of Narrative Writing
- Item & Scoring Samplers
  - Stand-alone Narrative Item & Scoring Sampler
- Writing Rubrics
- Writer's Checklists
  - Narrative Genre

https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Professional_Learning.aspx

Session Feedback

Thank you for attending our session!

- Please take a moment to provide your feedback on the pop-up survey at the close of the session.
- A link to the survey will also be included in your follow-up email, along with a certificate of attendance and the session recording.

Share your conference highlights now!

twitter @georgiadeptofed

Thank you!

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