

Georgia Milestones

2016-2017



What is the Georgia Milestones Assessment System?

The Georgia Milestones Assessments are a yearly end-of-grade measure of student achievement in grades 3-8 in the following areas:

Grades 3, 4, and 5

- English Language Arts (ELA)
- Mathematics

5th grade only

- Science
- Social Studies



What is the purpose of the Georgia Milestones?

- It is designed to show how well a student has met the learning expectations at his or her grade level.
- It provides information on students' readiness for the next grade level.
- It shows how much progress is made from one grade level to the next.

Online Testing and Dates

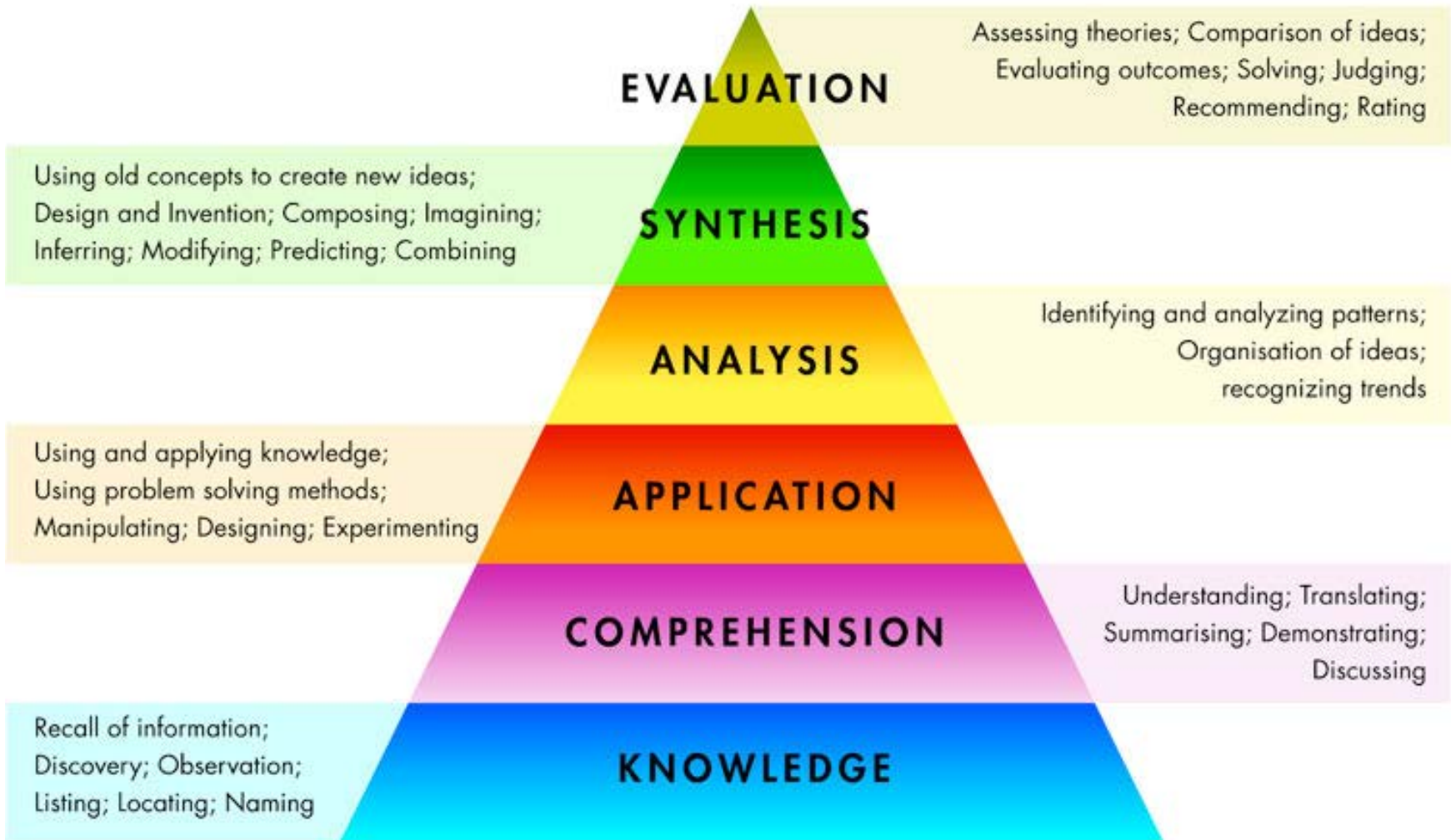
Georgia Milestones will be administered online to grades 3-5 using Chromebooks and desktop computers.

AM Session		PM Session	
April 11	Grade 5 ELA Section 1		
April 12	Grade 5 ELA Section 2 & 3	April 12	Grade 4 ELA Section 1
April 13	Grade 4 ELA Section 2 & 3	April 13	Grade 3 ELA Section 1
April 14	Grade 3 ELA Section 2 & 3		
April 17	Grade 5 Math Section 1 & 2		
April 18	Grade 4 Math Section 1 & 2		
April 19	Grade 5 Science		
April 20	Grade 3 Math Section 1 & 2		
April 21	Grade 5 Social Studies		

What types of questions will a student see on the Georgia Milestones assessments?

- Open ended (constructed response) items in English Language Arts and Mathematics.
- A writing component in response to pages read by students at every grade level.
- Nationally norm-referenced items in all content areas to complement the Georgia criterion-referenced information and to provide a national comparison.
- Multiple Choice items in all content areas.

B L O O M S T A X O N O M Y



Knowledge

- This is the lowest level of questions and requires students to recall information. Knowledge questions usually require students to identify information in basically the same form it was presented. Some examples of knowledge questions include:

“What is the biggest city in Japan?”

“Who wrote War and Peace?”

“How many ounces in a pound?”

Comprehension

- Simply stated, comprehension is the way in which ideas are organized into categories. Comprehension questions are those that ask students to take several bits of information and put them into a single category or grouping. These questions go beyond simple recall and require students to combine data together. Some examples of comprehension questions include:

“How would you illustrate the water cycle?”

“What is the main idea of this story?”

“If I put these three blocks together, what shape do they form?”

Application

- At this level, teachers ask students to take information they already know and apply it to a new situation. In other words, they must use their knowledge to determine a correct response. Some examples of application questions include:

“How would you use your knowledge of latitude and longitude to locate Greenland?”

“What happens when you multiply each of these numbers by nine?”

“If you had eight inches of water in your basement and a hose, how would you use the hose to get the water out?”

Analysis

- An analysis question is one that asks a student to break down something into its component parts. To analyze requires students to identify reasons, causes, or motives and reach conclusions or generalizations. Some examples of analysis questions include:

“What are some of the factors that cause rust?”

“Why did the United States go to war with England?”

“Why do we call all these animals mammals?”

Synthesis

- Synthesis questions challenge students to engage in creative and original thinking. These questions invite students to produce original ideas and solve problems. There's always a variety of potential responses to synthesis questions. Some examples of synthesis questions include :

“How would you assemble these items to create a windmill?”

“How would your life be different if you could breathe under water?”

“Construct a tower one foot tall using only four blocks.”

“Put these words together to form a complete sentence.”

Evaluation

- Evaluation requires an individual to make a judgment about something. We are asked to judge the value of an idea, a candidate, a work of art, or a solution to a problem. When students are engaged in decision-making and problem-solving, they should be thinking at this level. Evaluation questions do not have single right answers. Some examples of evaluation questions include :

“What do you think about your work so far?”

“What story did you like the best?”

“Do you think that the pioneers did the right thing?”

“Why do you think Benjamin Franklin is so famous?”

How does this relate to the Georgia Milestones?

The *Georgia Milestones* is comprised of a variety of questions based on Blooms Taxonomy. In order for students to gain a complete understanding of a topic, they must be able to answer questions at higher levels of thinking. If students only answer knowledge-based questions, they are doing nothing more than displaying their ability to memorize a select number of facts. 21st century students must be able to think critically and problem solve. Answering questions effectively at the higher end of Blooms Taxonomy creates these types of students.

English Language Arts

Breakdown by Item Type:

- 40 Selected Response (worth 1 point each; 10 of which are aligned NRT)
- 2 Constructed Response (2 points each)
- 1 Constructed Response (worth 4 points)
- 1 Extended Response (worth 7 points)

Norm-Referenced

- Total Number of Items: 20 (10 of which contribute to CR score)

Writing at Every Grade Level

- All students will encounter an extended constructed-response item allowing for narrative prose, in response to text, within first or second section of the test.
- Within the writing section of the test, students will read a pair of passages and complete a series of “warm-up” items:
 - *3 selected-response items asking about the salient features of each passage and comparing/contrasting between the two passages
 - *1 constructed-response item requiring linking the two passages
 - *1 writing prompt (allowing for an extended writing response) in which students must cite evidence to support their conclusions, claims, etc.

ELA Constructed Response

Sample Grade 3 ELA Constructed Response

How are the main points in “The Story of Money” different from the main points in “Make Your Money Work for You”?

Use details from BOTH passages to support your answer. Write your answer on the lines on your answer document.

ELA Constructed Response:

Sample Response #1

The main point in The Story Of Money is to teach you what people used as money years ago and why they switched to making coins. In The Story Of Money the text said trading didn't always work. Then they started using their valuable to buy goods. But the valuable were heavy so the started making coins out of silver, copper, or gold.

The main point of Make Your Money Work For You is teching kids how to save, spend, and give money. In the text it said get three small boxes then label one with savings then one with spending then one with giving. The spending money you can use any time to buy a toy or ice cream.

Score: 2

Example of a student response receiving full credit.

ELA Constructed Response:

Sample Response #2

"The Story of Money" and "Make Your Money Work for You" have some differences. One way they is because in the first passage they teach you why money was made. In the second passage it was about how to spend money, and save money. That is how the two passages are different.

Score: 1

The student has answered the question but has not provided any specific details from either of the passages.

ELA Constructed Response:

Sample Response #3

Learning to save money is not easy. People save money because they need the money to buy food, and close. First they need a plan. It will guide them from spending.

Score: 0

The student response refers to the main point of only one of the two passages.

ELA Narrative:

- Students may *restate or summarize rather than provide an original response.*
- Students may *provide a narrative from a different point of view than what the question was asking.*
- Students *may copy large portions of the given text with minimal changes.*

ELA Narrative

Grade 3 Narrative Prompt

At the end of the story, Max decides to start a dog-washing business. Write your own story about Max's first day washing dogs.

Be sure to include ideas from the text when writing your own story. Type your answer in the space provided.

ELA Narrative:

Sample Response #1

Max had decided that his next job would be dog-washing. He brought muddy Roxy back to the Smiths house. Max had remembered that his parents had asked the Smiths when he wanted to start his dog-walking business. "I would be glad to wash all of that mud off of Roxy," said Max. "Ok," said Mr. Smith. Max walked to his house. "Mom, Dad!" yelled Max. Max told his parents that he gotten a new business idea while on the walk with Roxy. Max explained what had happened with the dog and the mud. Just like making a map to prepare for the walk, Max decided to make a list for the wash. He would need: towels, soap, water, a scrubber, and a bucket. Max's father said to him "you will have to make money to buy supplies. I will help you out this one time." Max's father went to find the items on Max's list. While he was waiting he wrote down how he planned on cleaning the dog. Eventually Max was able to get Roxy to sit still and he was able to clean all the mud off of her. Roxy gave a full body shake when he was done. Max put his hands on his hips and said "I can really do this." Max brought a clean Roxy back to the Smiths house.

Score: 4

Example of a student response receiving full credit.

ELA Narrative:

Sample Response #2

Max woke up in the morning and got ready to go next door to get roxy. When he arrived the Smiths told Max that roxy has “a lot of energy” and to be careful. Max took out his map and showed the Smiths where he planned to take her. Max and roxy were near the park when Roxy spotted the squirrel. Max saw some puddels of mud and was trying to avoid walking in them. All of a sudden roxy took off running. She ran right through the mud puddle and took Max with her. The two of them were now covered in mud and Max started to worry about what the Smiths and his parents would say. When he brought Roxy home, he explained what had happened and then decided that he should start dog washing next.

Score: 1

The student has provided a summary of events from the text rather than an original narrative about the events after the story.

Informative/Explanatory Writing:

Students may provide an informative essay with *little organizational structure*.

Students may *provide little development with few details from the passages or with support from only one passage*.

Students may *copy or closely paraphrase* large portions of the prompt or passages.

Informational/Explanatory Writing

Sample Response #1 Grade 3

People used and saved money in the past by people begining to understand that they need something to use as money. Indifferent places the people chose whatever was worth a lot to them. In many town's, animals became common form's of money. Some towns used shells, beads or tools such as shovels! This caused problems. First, people often could not save their riches. Animals grew old. Also people had trouble carrying their money along with them. Bags of salt were heavy. Shovels were big. People searched for better kind of money. In time they began making coins. They used metals like silver, copper, or gold. The small round coins fit nicely into pockets. A person could save this money for years. Today, people continue to use both paper money and coins.

Today people use and save money by first, children get tree boxes they can mark one as "saving's". They should choose something special that the would like buy or do. Children should mark the second box as "spending". This is money that can be used right away the third box should be marked as "giving" If they would like, children can also give some of this money to a worthy cause, like a food bank.

Score: B (Copied)

**Text in yellow is copied or closely paraphrased from the passages.
The student does not attribute any of the copied text.**

Informational/Explanatory Writing

Sample Response #2 Grade 3

In the past they would of do it really diffrent than the present .In the past they would trade stuff to get what they want. In the past your hole life would be trading stuff for something you want.You would be trading lots of comman animals.In the present you buy stuff to get what you really want to get.Also in the present you don't have to trade stuff.In the present you can save money to buy what you really need.In the past there weren't any jobs to save money out of.In the present you also can save money many diffrent kind of ways like in a tiny little box you can save up.

Score: 2, 2

The student provides a minimal introduction and then a list of details.

Informational/Explanatory Writing

Sample Response #3 Grade 3

Have you ever wondered how people used and saved money in the past and how it is different from the present. Well I am going to tell you how.

In the past people used to have to trade their stuff to get other things they really needed like clothes. today all you have to do is give coins or paper money. In the past you had to salt or grains if you move you might have to use beads, tools, or shells. Now most places use money. In the past it was hard to carry the stuff you used to buy things. Now money is as light as a feather. Now do you see how big of a difference there is.

Score: 2, 2

The student provides an informative essay that draws details from only one of the two passages.

Mathematics

Breakdown by Item Type:

- 50 Selected Response (worth 1 point each; 10 of which are aligned NRT)
- 2 Constructed Response (worth 2 points each)
- 1 Extended Response (worth 4 points)

Norm-Referenced

- Total Number of Items: 20 (10 of which contribute to CR score)

Extended Response Item

Grade 5 Geometry Standard 3

Use what you know about triangles in your explanations in Parts A, B, C, and D.

Part A

Explain whether or not an equilateral triangle can be either acute or obtuse.

Part B

Explain whether or not a scalene triangle can be either acute or obtuse.

Part C

Explain whether or not a right triangle can be either acute or obtuse.

Part D

An isosceles triangle has one side length of 7 centimeters and another side length of 4 centimeters. What are the two possible perimeters of this triangle? Explain your answer or show your work.

Rubric

Score	Description
4	The student successfully completes all parts of the item by understanding that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category (5.G.3).
3	The student demonstrates clear understanding of the standards listed above by correctly answering all parts of the task, but the explanation or work shown for one part is weak or incomplete Or The student answers all parts with correct explanation or work shown, but makes one minor calculation error or omission Or The student answers three parts correctly with explanation or work shown.
2	The student demonstrates a basic understanding of the standards listed by answering two parts correctly with explanation or work shown Or The student answers three or four parts correctly without explanation or work shown.
1	The student demonstrates minimal understanding of the standards listed by answering one or two parts correctly without explanation or work shown.
0	The response is incorrect or irrelevant to the skill or concept being measured.

Exemplar Response

Part A

An equilateral triangle can only be acute because an acute triangle must have all 3 of its angles less than 90° . All 3 angles of an equilateral triangle are exactly 60° .

Part B

A scalene triangle can be acute because it can have all of its angles less than 90° while each of its sides has a different length. A scalene triangle can be obtuse because it can have only one of its angles greater than 90° while each of its sides has a different length.

Part C

A right triangle can be isosceles because it can have 2 of its sides the same length while only one of its angles is 90° . A right triangle can be scalene because it can have all of its sides different lengths while only one of its angles is 90° .

Part D

15 cm and 18 cm

Since the triangle is isosceles, two sides have the same length. The third side length must be either 7 centimeters or 4 centimeters.

Or

$$4 + 4 + 7 = 15$$

$$7 + 7 + 4 = 18$$

Math Constructed Response:

- 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.

Math Constructed Response

Grade 5 Math Constructed Response

Peyton has a goal to walk 10,000 steps each day. On Tuesday afternoon, Peyton walked 7,338 steps. She averages 2.5 feet per step.

Part A How many more feet does Peyton need to walk to reach her goal of 10,000 steps? Write your answer in the space provided on your answer document.

Part B Explain with words or numbers how you found your answer. Write your answer in the space provided on your answer document.

Math Constructed Response:

Sample Responses #1 and #2

10000 times by 2.5 is 25000. 7338 times by 2.5 is 18345.

25000 minus 18345 is 6655

10000 minus 7338 times 2.5 is 6655

Score: 2

**Two examples of full credit responses using
different, valid processes**

Math Constructed Response:

Sample Response #4

6655. I subtracted.

Score: 1

The student has the correct answer but does not provide a complete explanation of the process used.

Math Constructed Response:

Sample Response #5

I subtracted 7,338 from 10,000. I got 3,662 steps. Then I multiplied that number by 2.5 feet to get 9,115.

Score: 1

The student has an incorrect response but does have a correct complete process.

Science and Social Studies

Georgia Milestones

Breakdown by Item Type:

55 Selected Response (worth 1 point each; approximately 10 of which are aligned NRT)

Norm-Referenced

Total Number of Items: 20 (approximately 10 of which contribute to CR score)

Testing Tools

Online Tools for All Students

- Blocking Tool
- Eraser
- Highlighter
- Magnifying Glass
- Mark For Review
- Option Eliminator
- Scratch Pad
- Test Pause

Georgia English Language Arts Test Practice

Question 1 of 8

Untimed Test

Pause Test

Stop Test



Georgia Student

Which sentence has correct punctuation?

- A Brad's dog is a poodle.
- B The teams mascot is a goat.
- C My teachers name is Ms. Marley.
- D Jennys' favorite food is french fries.

YOU ARE HERE



YOUR ANSWER IS: A

Go On ▶

Mark for Later Review

What scores do students receive on Georgia Milestones?

The state-adopted content standards set specific academic benchmarks and expectations for all students in Georgia's public schools. Students are not compared to each other but are measured instead on how well they are meeting the standards. Student achievement in each content area is classified into four performance levels:

- Beginning Learners
- Developing Learners
- Proficient Learners
- Distinguished Learners

Beginning Learners

- These students do not yet demonstrate proficiency (skills & abilities) in the knowledge and skills necessary as described in Georgia's content standards.
- Substantial academic support is needed for these students to be prepared for the next grade level.

Developing Learners

- Students demonstrate partial proficiency in the knowledge and skills necessary as described in Georgia's content standards.
- These students need additional academic support to ensure success in the next grade.

Proficient Learners

- These students demonstrate proficiency (meet expectations) in knowledge and skills expected at their grade level.
- They are prepared for the next grade level and are considered to be on track for college and career readiness.

Distinguished Learners

- These students demonstrate advanced proficiency in the knowledge & skills expected at their grade level.
- They are well prepared for their next grade level and are well prepared for college and career readiness.

Promotion and Retention

In grades 3, 5 and 8, the Georgia Milestones results inform promotion/retention decisions in the areas of reading (grades 3,5, and 8) and mathematics (grades 5 and 8).

It is a district decision if a re-take will be offered. Our system is working towards a decision and at this point is to be determined.

Promotion and Retention

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
- The determination is based on Lexile. To be eligible for promotion, students must demonstrate reading skill at the beginning of the grade-level stretch-band. The stretch-bands were developed to signal the reading level at each grade students need to achieve to be college and career-ready upon graduation.
- <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Lexile-Framework.aspx>

Promotion and Retention

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.

- Students who achieve the Beginning Learner should receive remediation and be provided the opportunity to retest. These students need substantial academic support.

Who can I support my child in preparing for the Georgia Milestones?

Students who are prepared, calm, and rested perform better on tests. Here are some of the many ways to help your student approach Georgia Milestones in a relaxed, positive way:

- Encourage your student to employ good study and test taking skills.
- Explain to your child that these tests give students the opportunity to show what they have learned in school.
- Point out that some items may be more difficult than others.

How can I support my child in preparing for the Georgia Milestones?

- Be certain that your child gets plenty of sleep and has a healthy breakfast and lunch.
- Be certain your student is at school on time. Rushing and worrying about being late can affect performance on the tests.
- Ask your child about the testing at the end of each day.

For More Information

Parent Information:

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-Assessment-System.aspx>

Parent Brochure:

[http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/Parents/2015-16 Parent Brochure.pdf](http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/Parents/2015-16%20Parent%20Brochure.pdf)

Student Training Video:

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Georgia%20Online%20Assessment%20Demo.mp4>

Online Practice Tool:

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

