

***Austin Road Middle School presents...***

# Coffee+Conversation

***Georgia Milestone Parent Engagement Conference***

***Come with a smile ~ Come with an open mind ~  
Come with solutions.***



# Meeting Norms

- Active participation; your input is valued and significant
- Question the knowledge
- Maintain a collegial environment at all times
- Silence devices

**“These results show a lower level of student proficiency than Georgians are used to seeing, but that does not mean Georgia students know less or that teachers are not doing a great job – it means they’ve been asked to clear a higher bar.”**

*~State School Superintendent Richard Woods*



**“Our previous assessment, the CRCT, set some of the lowest expectations for student proficiency in the nation, and that cannot continue. Georgia Milestones sets higher standards for our students and evens the playing field with the rest of the nation – and that’s essential if our students are going to succeed in college and their chosen careers, both of which are nationally competitive arenas. We will continue to increase our supports for both students and teachers to ensure this test is more meaningful for all involved.”**

*~State School Superintendent Richard Woods*



**“For too long we’ve been telling students they were on track to be successful in college or ready for a career when they graduated high school, yet in many cases they were not. This is a necessary step to improving education for kids in Georgia. It provides an honest assessment of where we are as a state and where we need to focus our attention to ensure all students are successful.”**

*~ Dr. Dana Rickman, Policy and Research Director for the Georgia Partnership for Excellence in Education*





# Today's Objectives

- Provide overview of GA Milestones Assessment
- Discuss state, district, and ARMS overall scholar performance
- Explain EOG/EOC Student Individual Report
- Discuss 3-prong responsibility expectation

**#TOGETHER**

# What is the Georgia Milestones Assessment?



- Grades 3 – High School tested



- Comprehensive summative assessment program
- Measures how well students have learned the knowledge and skills outlined in the state-adopted content standards (language arts, mathematics, science, and social studies)



# Our New Georgia Milestones

<b>Content Area/Course</b>	<b>Test Section(s)</b>	<b>Minimum Time Per Section(s)</b>	<b>Maximum Time Per Section(s)</b>
English Language Arts	1 and 2	60	70
English Language Arts	3	70	90
Mathematics	1 and 2	60	80
Science	1 and 2	50	70
Social Studies	1 and 2	50	70

A section may not be stopped until the minimum allotment of time has expired. If students are still productively engaged with the test content, the maximum amount of time, per section, may be given in 10 minute increments.

# Georgia Milestones Assessment

## Item Types:

- ✓ **Selected Response** (Multiple-Choice)
  - All Content Areas
  - Evidence-Based Selected Response in ELA
- ✓ **Constructed-Response** (Open ended, short answer)
  - ELA and Mathematics
- ✓ **Extended-Response** (Open-ended, essay type)
  - ELA and Mathematics



# Georgia Milestones Assessment

## Blended: Criterion-Referenced and Norm-Referenced

Georgia Milestones provides:

- **critterion-referenced** performance information in the form of four performance levels, depicting students' mastery of state standards  
*~What my child should know at this age and grade level*
- **norm-referenced** performance information in the form of national percentiles, depicting how students' achievement compares to peers nationally (not included in student's proficiency designation)



# Georgia Milestones: Social Studies



# Georgia Milestones: Social Studies

Comprehensive Summative Assessment Program

Grades 3 – High School

- Measures how well scholars have learned the knowledge and skills outlined in the state-adopted content standards for social studies.

**NO CONSTRUCTED RESPONSE OR EXTENDED RESPONSE QUESTIONS**



# Social Studies



Will require understanding of the past and its influence on the present and future – including the interconnectedness of:



History  
Geography/Culture  
Economics  
Government/Civics



# General Test Parameters

## ✓ **Criterion-Referenced**

### 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)

## ✓ **Embedded Field Test**

- Total field test items: 10

**Total number of items  
taken by each  
student: 75**



# Georgia Milestones: Science





# Georgia Milestones: Science

Grades 3 – 8

End of Grade (EOG)

High School

End of Course (EOC)

Biology

Physical Science



# General Test Parameters:

The tests consist of 2 sections of selected response (multiple choice) questions (75 total).

**NO CONSTRUCTED RESPONSE OR EXTENDED RESPONSE QUESTIONS**



# How do the Science assessment questions compare?



VS



**SAME**



# Georgia Milestones: Mathematics

The image displays a variety of mathematical and scientific content on a whiteboard:

- Chemical Structures:**
  - Organic molecules including CH3COOH, CH3OH, CH3CHO, and CH3COCH3.
  - Structural diagrams of a diamond crystal lattice and a 3D unit cell.
- Mathematical Equations and Formulas:**
  - Trigonometric identities:  $\cos(A) = 1 - 2(\sin(\frac{A}{2}))^2$ ,  $\sin(\frac{A}{2}) = \pm \sqrt{\frac{1 - \cos(A)}{2}}$ .
  - Calculus:  $\frac{d}{dx} \int_a^x f(x) dx = f(x)$ ,  $\frac{d}{dx} \int_x^a f(x) dx = -f(x)$ .
  - Algebra:  $x^2 - 2x + 1 = (x-1)^2$ ,  $x^2 - 4x + 4 = (x-2)^2$ .
  - Complex numbers:  $z = x + iy$ ,  $\bar{z} = x - iy$ .
  - Probability:  $P(A|B) = \frac{P(A \cap B)}{P(B)}$ .
  - Integration:  $\int \frac{1}{x^2} dx = -\frac{1}{x} + C$ .
  - Series:  $\sum_{n=0}^{\infty} r^n = \frac{1}{1-r}$  for  $|r| < 1$ .
- Diagrams and Graphs:**
  - A graph of a sine wave  $y = \sin(x)$ .
  - A graph of a function with a vertical asymptote at  $x = a$ .
  - A 3D coordinate system with axes  $x$ ,  $y$ , and  $z$ .
  - A flowchart showing logical implications: TRUE, FALSE, and various logical operators like  $\rightarrow$ ,  $\leftrightarrow$ ,  $\wedge$ ,  $\vee$ .
  - A diagram of a diamond crystal lattice.
  - A diagram of a unit cell with axes  $a$ ,  $b$ , and  $c$ .
  - A diagram of a diamond crystal lattice with axes  $x$ ,  $y$ , and  $z$ .
- Text and Notes:**
  - "back bone" written in large letters.
  - "In (A) is the intersection of  $f^{-1}(c_0)$  and  $P^{-1}(c_0)$ ."
  - "If and only if there are elements  $a$  in  $A$  and  $b$  in  $B$  such that  $D \frac{\partial C}{\partial x} = \frac{\partial C}{\partial y}$ ."
  - " $\Psi(x) = \sum_{n=0}^{\infty} \frac{x^n}{n!}$ "

# General Test Parameters

- Mathematics will consist of 2 sections:
  - including a short no-calculator sub-section in grades 6-high school – *located at the beginning of Section 1*
- Minimum time is 60 minutes per section with a maximum time of 85 minutes
- There are 73 questions on the math test
  - **2 Constructed Response**
  - **1 Extended Constructed Response**



# Math Constructed Response Sample Rubric

Points	Description
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"><li>• The response demonstrates a complete understanding of the concept. All key elements are complete and correct.</li><li>• Response shows application of a reasonable and relevant strategy.</li><li>• Mathematical ideas are expressed coherently through clear, complete, logical, and fully developed responses using words, calculations, and/or symbols as appropriate.</li></ul>
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"><li>• The response demonstrates a partial understanding of the concept.</li><li>• Some key elements are complete and correct; allow for correct parts based on a previous incorrect response(s).</li><li>• Response shows application of a relevant strategy, though it may be only partially applied or remain unexplained.</li><li>• Mathematical ideas are expressed only partially using words, calculations, and/or symbols as appropriate.</li></ul>
0	<p>The response achieves the following:</p> <ul style="list-style-type: none"><li>• The response demonstrates limited to no understanding of the concept.</li><li>• Response shows no application of a strategy or application of an irrelevant strategy.</li><li>• Mathematical ideas cannot be interpreted or lack sufficient evidence to support even a limited understanding.</li></ul>

# Georgia Milestones Calculator Policy

Content Area	Grade Level/Course	Type of Calculator
Mathematics	Grades 3 – 5 EOG	Not Allowed
	Grade 6 EOG	Basic <sup>1</sup>
	Grades 7 – 8 EOG	Scientific or Basic <sup>1</sup>
	Coordinate Algebra EOC & Algebra I EOC	Graphing <sup>2</sup> or Scientific
	Analytic Geometry EOC & Geometry EOC	Graphing <sup>2</sup> or Scientific

<sup>1</sup>Basic four-function calculator with square root and percentage functions.

<sup>2</sup>Graphing calculator with functionalities consistent with TI-84 or similar models.

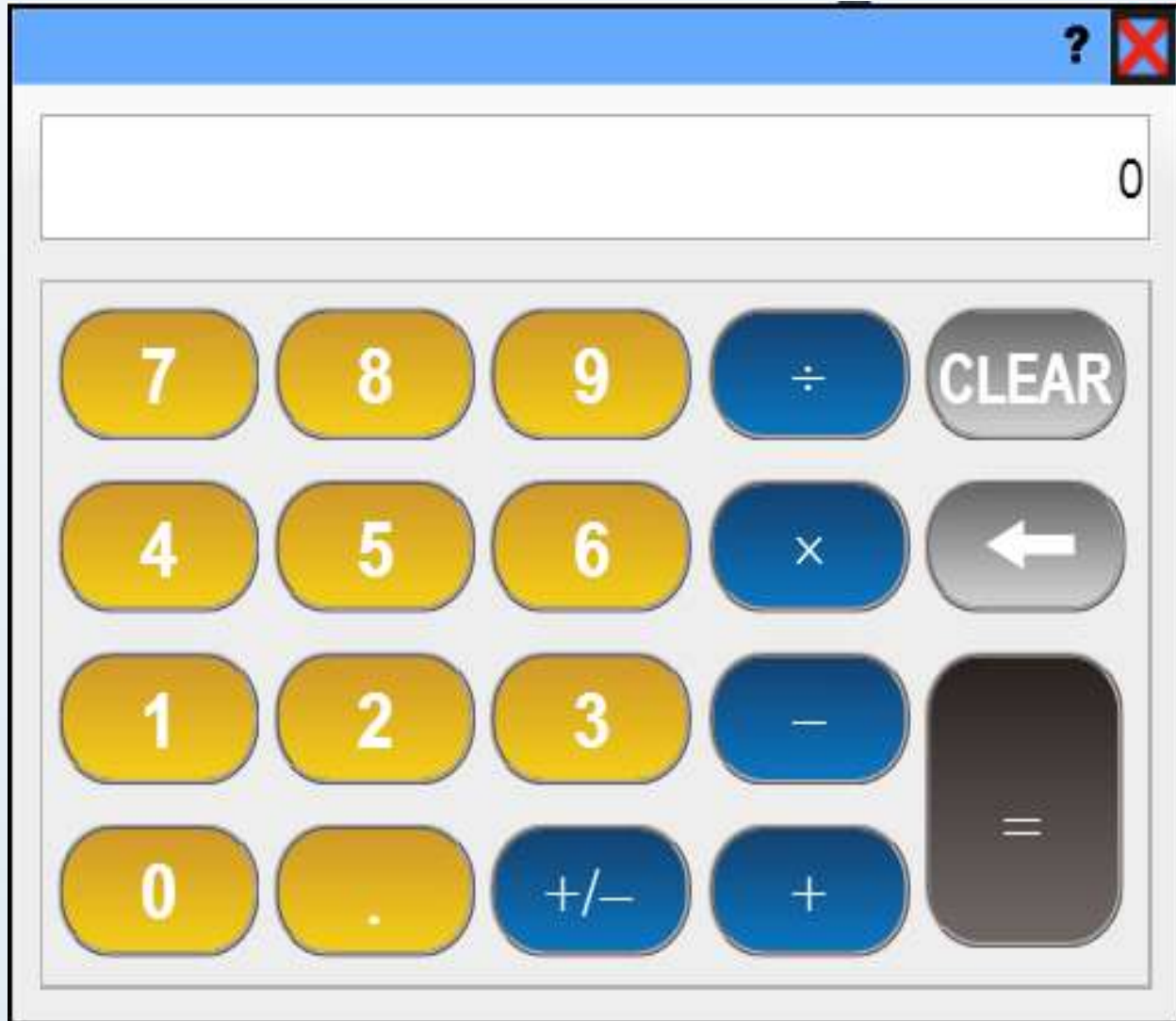
Calculators are not permitted on certain designated sub-sections of each mathematics test in grades 6-8 and high school.

# Georgia Milestones Calculator Policy





# INSIGHT Online Calculator (Basic)



**Note:**  
Where Basic calculators are allowed, hand-held models are permitted to contain % and Square Root functions (since it's very difficult to find Basic models for purchase without these functions).

# INSIGHT Online Calculator (Scientific)

**View Change Button**

**View 1**

Degrees

2nd	ANS	Degrees↔Radians	LOG	
SIN	COS	TAN	$\pi$	LN
EE	$x^2$	$\wedge$	(	)
7	8	9	$\div$	CLEAR
4	5	6	$\times$	$\leftarrow$
1	2	3	-	ENTER
0	.	(-)	+	

**View Change Button**

**View 2**

Radians

1st	ANS	Degrees↔Radians	$10^x$	
$\text{SIN}^{-1}$	$\text{COS}^{-1}$	$\text{TAN}^{-1}$	$\pi$	$e^x$
	$\sqrt{\quad}$	$\sqrt[\quad]{\quad}$	$1/x$	$x!$
7	8	9	$\div$	CLEAR
4	5	6	$\times$	$\leftarrow$
1	2	3	-	ENTER
0	.	(-)	+	

# Math Constructed Response Sample Question

## 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 #3

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 #4

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.

# Math Extended Constructed Response Sample Question

## Grade

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 isosceles or scalene.

### **Part D**

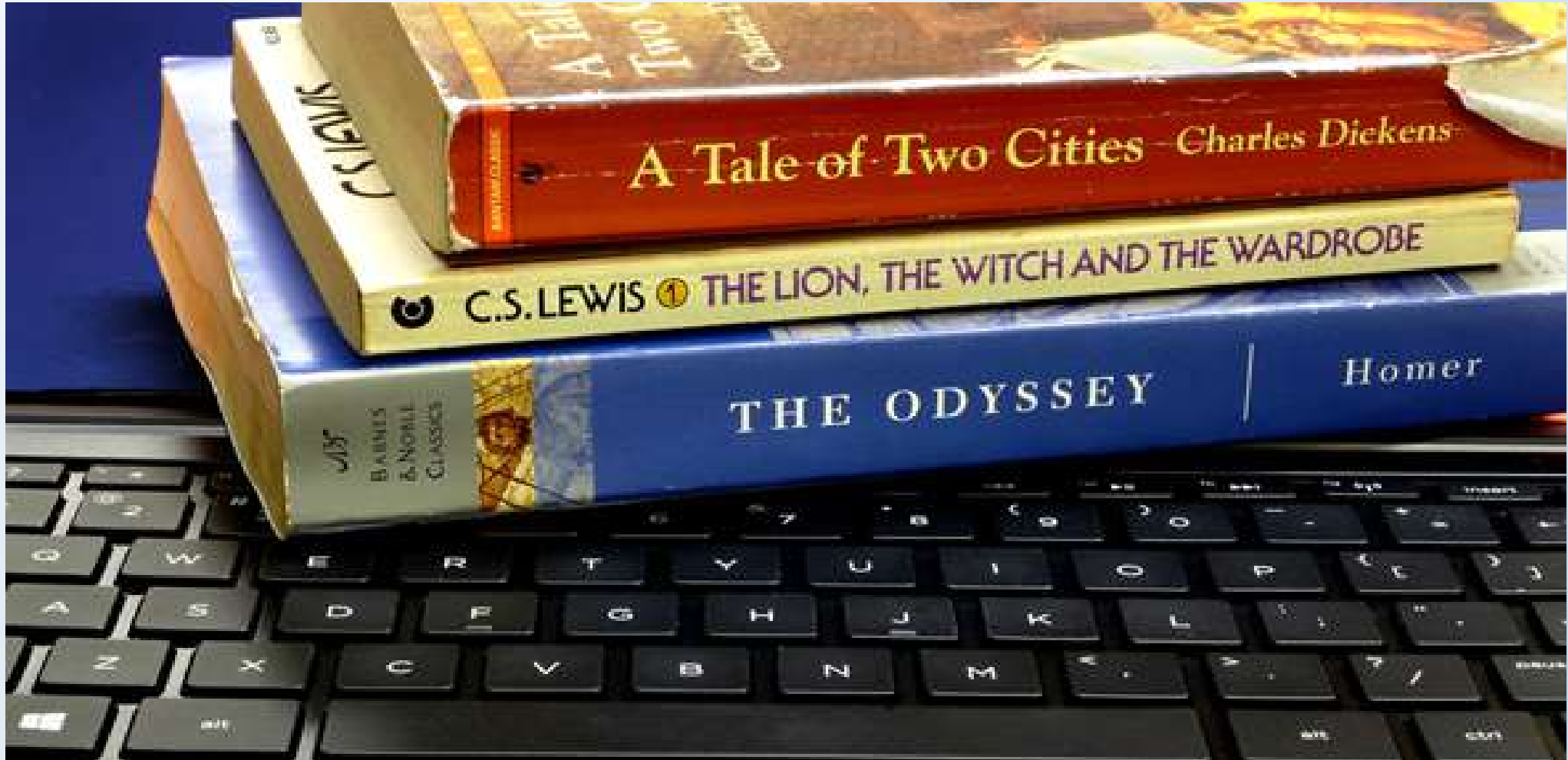
An isosceles triangle has one side length of 7 centimeters and another side length of 4 centimeters. What are the two possible perimeters of this triangle? Explain your answer or show your work.

# Math Extended/Constructed Response Sample Rubric

Score	Description
4	The <b>student successfully completes all parts of the item</b> 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 <b>correctly answering all parts of the task, but the explanation or work shown for one part is weak or incomplete</b> Or The student <b>answers all parts with correct explanation or work shown, but makes one minor calculation error or omission</b> Or The student answers three parts correctly with explanation or work shown.
2	The student demonstrates a basic understanding of the standards listed by <b>answering two parts correctly with explanation or work shown</b> Or The student <b>answers three or four parts correctly without explanation or work shown.</b>
1	The student demonstrates minimal understanding of the standards listed by <b>answering one or two parts correctly without explanation or work shown.</b>
0	The <b>response is incorrect or irrelevant</b> to the skill or concept being measured.



# Georgia Milestones: English Language Arts



# General Test Parameters

## Criterion-Referenced

Total Number of Items: 44 / Total Number of Points: 55

### 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)

Total number of items taken by each student: 60

## Norm-Referenced

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

## Embedded Field Test

- Total field test items: 6

# Georgia Milestones

## Writing at Every Grade

- 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.

**Warning:** Students who simply rewrite excerpts from the passage(s) to illustrate their point(s) will not receive favorable scores.

### Genres

Writing prompts will be **informative/explanatory** or **opinion/argumentative** depending on the grade level. Students could encounter either genre.

**8550**

# Achievement Levels

**Beginning Learners** do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students *need substantial academic support* to be prepared for the next grade level or course and to be on track for college and career readiness.

**Developing Learners** demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified by in Georgia's content standards. The students *need additional academic support* to ensure success in the next grade level or course and to be on track for college and career readiness.

**Proficient Learners** demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students *are prepared* for the next grade level or course and are on track for college and career readiness.

**Distinguished Learners** demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students *are well prepared* for the next grade level or course and are well prepared for college and career readiness.

# Types of Scores

- **Scale Scores**
  - Range varies depending on grade level and content area
- **Achievement Level Cut Scores**
  - Developing Learner: 475
  - Proficient Learner: 525
  - Distinguished Learner: varies from 555 to 610
- **Grade Conversion Scores (EOC Only, 8<sup>th</sup> – 12<sup>th</sup>)**
  - Grade Conversion Score Ranges
    - Beginning Learner: 0-67
    - Developing Learner: 68-79
    - Proficient Learner: 80-91
    - Distinguished Learner: 92-100

# Grade Conversion Scores for EOC

- A linear relationship is developed between EOC scale score and grade conversion.
- The linear conversion is anchored at the cut scores as shown in the table.
  - At other points, there is a linear relationship between test scores and the grade conversion.

Test Score	Grade Conversion
Below Developing	0–67, linear relationship
<b>Developing</b>	<b>68</b>
<b>Proficient</b>	<b>80</b>
<b>Distinguished</b>	<b>92</b>
Above Distinguished	93–100, linear relationship

# EOG Scale Score Range

Content Area	Grade	Lowest Obtainable Scale Score (LOSS)	Developing Learner Cut Score	Proficient Learner Cut Score	Distinguished Learner Cut Score	Highest Obtainable Scale Score (HOSS)
English Language Arts	Grade 3	180	475	525	581	830
	Grade 4	210	475	525	574	775
	Grade 5	210	475	525	587	760
	Grade 6	140	475	525	599	820
	Grade 7	165	475	525	592	785
	Grade 8	225	475	525	581	730
Mathematics	Grade 3	290	475	525	580	705
	Grade 4	270	475	525	585	715
	Grade 5	265	475	525	580	725
	Grade 6	285	475	525	580	700
	Grade 7	265	475	525	580	740
	Grade 8	275	475	525	579	755
Science	Grade 3	275	475	525	566	695
	Grade 4	230	475	525	578	730
	Grade 5	160	475	525	595	780
	Grade 6	175	475	525	610	780
	Grade 7	215	475	525	589	745
	Grade 8	165	475	525	593	785
Social Studies	Grade 3	275	475	525	560	680
	Grade 4	250	475	525	570	700
	Grade 5	290	475	525	555	665
	Grade 6	295	475	525	560	670
	Grade 7	280	475	525	564	685
	Grade 8	240	475	525	572	715



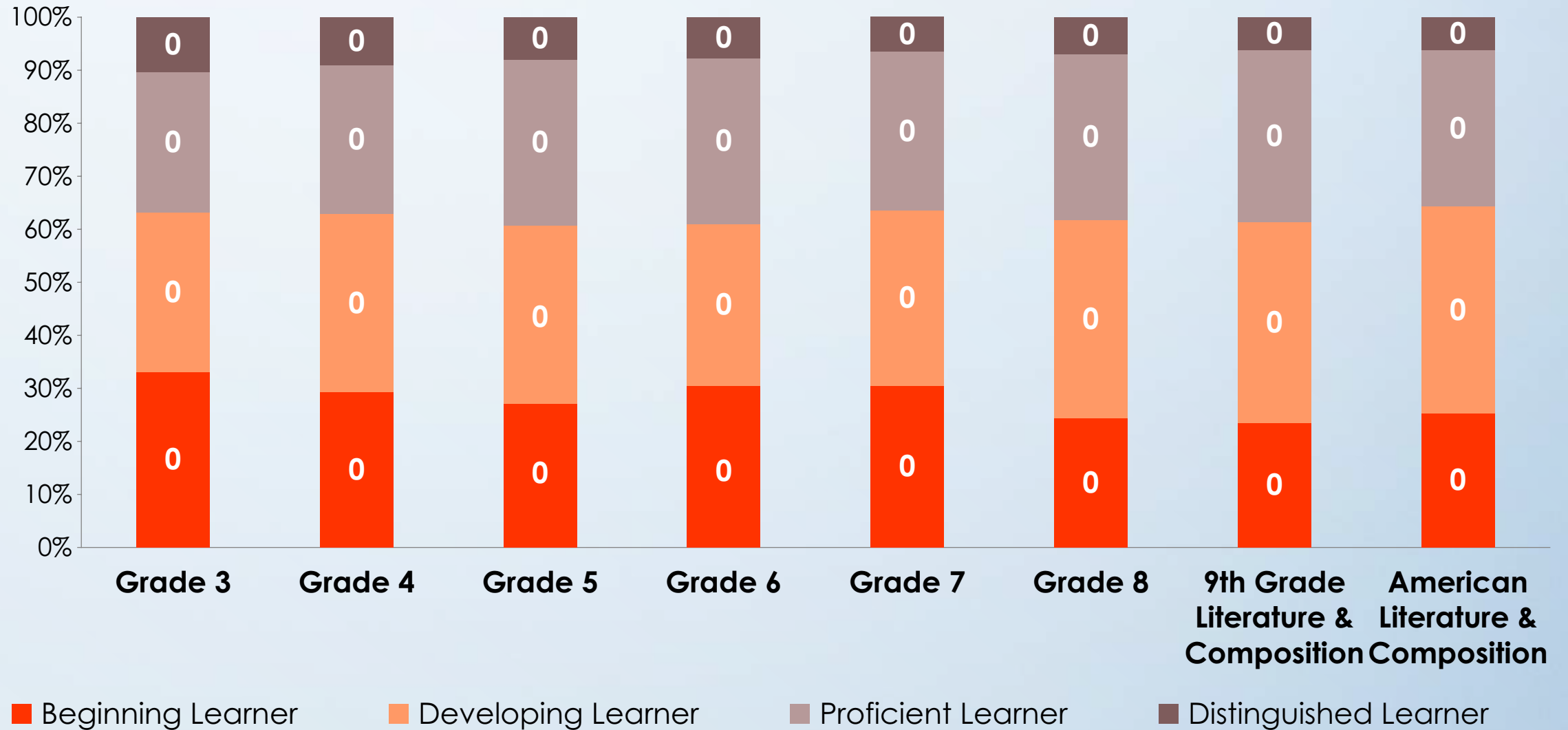
# EOC Scale Score Range

<b>Content Area</b>	<b>Lowest Obtainable Scale Score (LOSS)</b>	<b>Developing Learner Cut Score</b>	<b>Proficient Learner Cut Score</b>	<b>Distinguished Learner Cut Score</b>	<b>Highest Obtainable Scale Score (HOSS)</b>
<b>9th Grade Literature &amp; Composition</b>	220	475	525	587	735
<b>American Literature &amp; Composition</b>	190	475	525	590	750
<b>Coordinate Algebra</b>	215	475	525	594	790
<b>Analytic Geometry</b>	185	475	525	596	810
<b>Biology</b>	140	475	525	609	820
<b>Physical Science</b>	145	475	525	604	815
<b>U. S. History</b>	215	475	525	590	765
<b>Economics</b>	140	475	525	610	830

# State Assessment Results

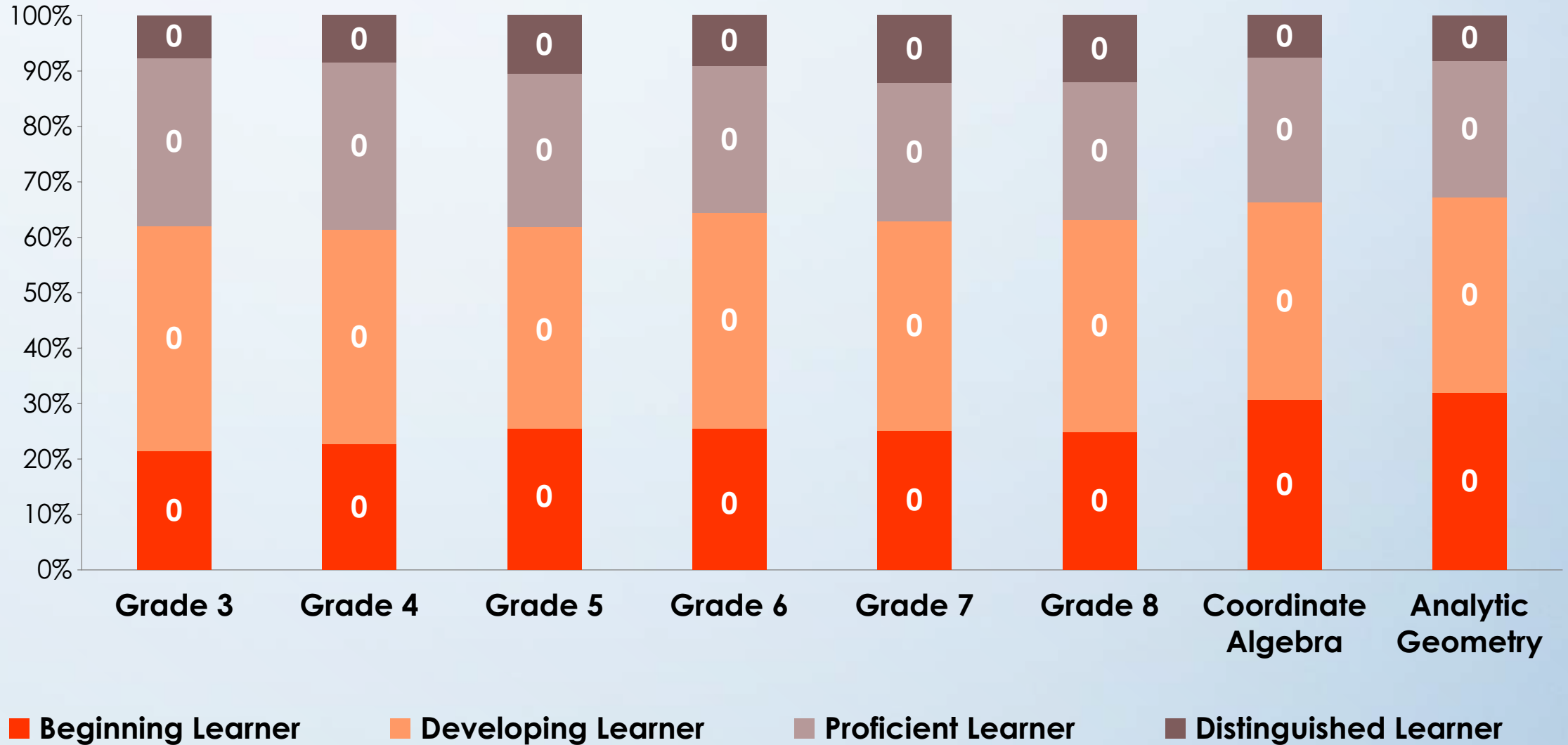


# English Language Arts



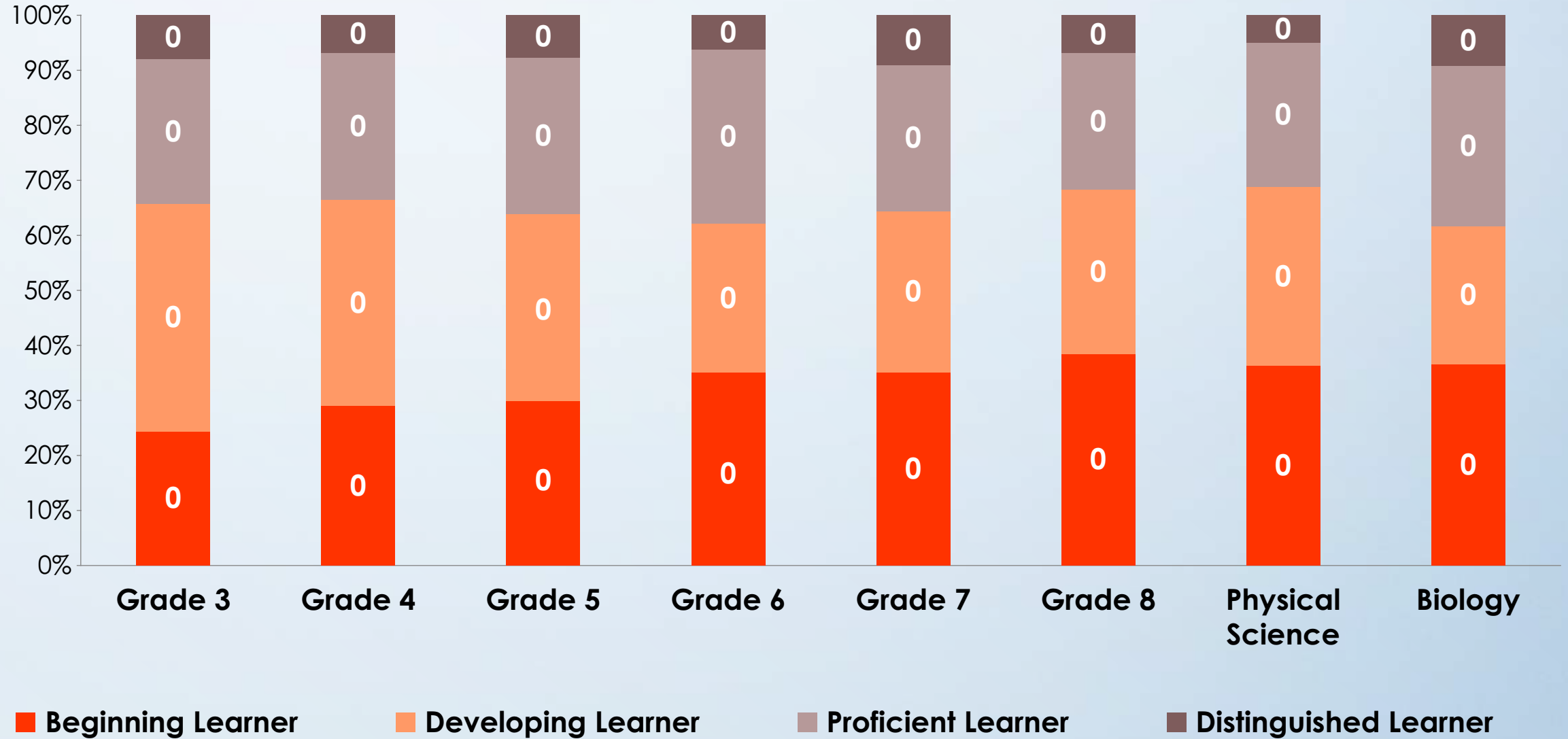
Due to rounding, percentages may not total 100%.

# Mathematics



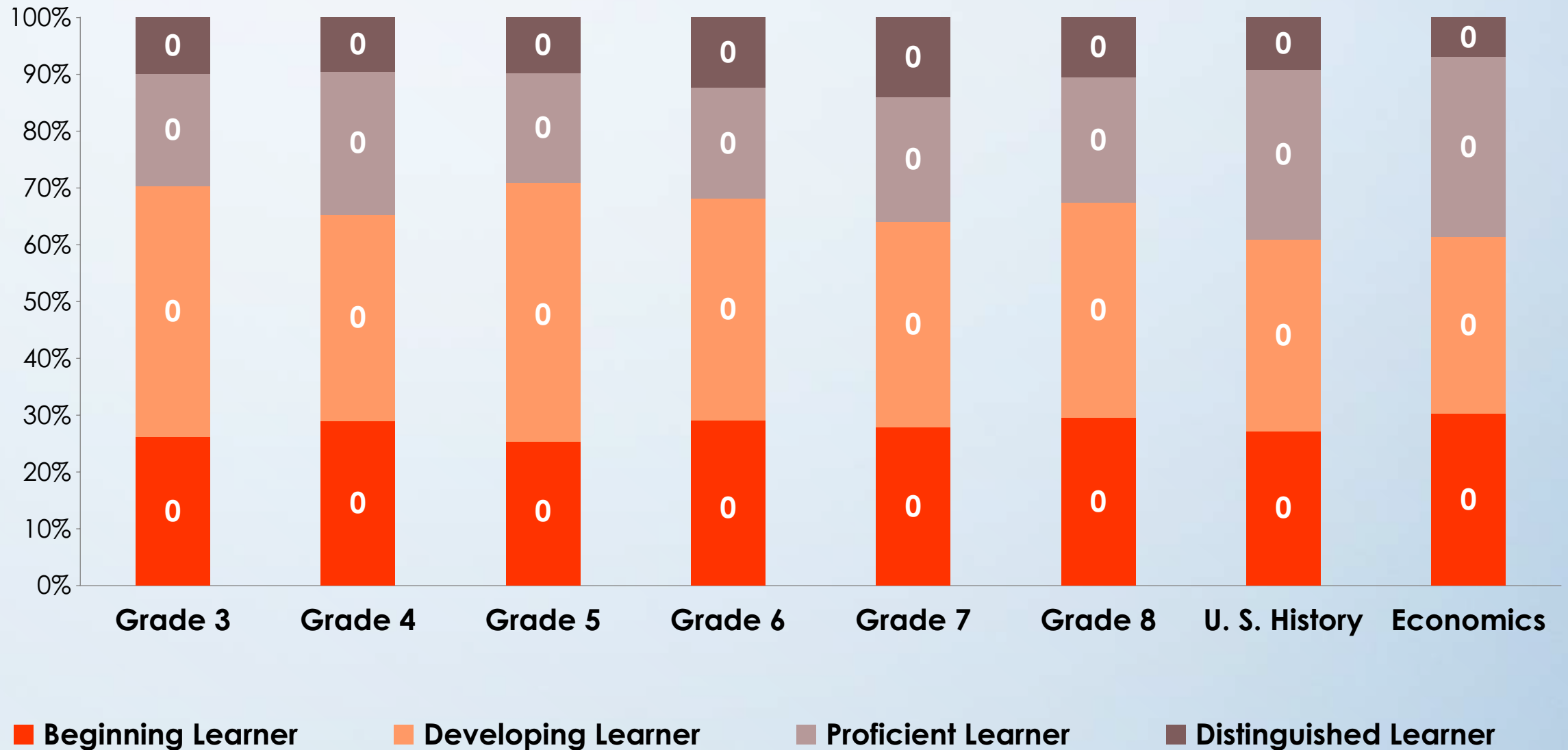
Due to rounding, percentages may not total 100%.

# Science



Due to rounding, percentages may not total 100%.

# Social Studies



Due to rounding, percentages may not total 100%.

# ARMS Assessment Results



A stack of several books with wooden covers and dark spines is visible on the left side of the image. The books are stacked vertically, with the top book slightly offset to the right.

# SY15 ARMS ELA Scholar Performance

Developing + Proficient + Distinguished Percentages  
Grades 6 - 8

Grade	Developing	Proficient	Distinguished	Total	District	State
6th	32	32	6	70	72	69
7th	38	23	4	65	72	69
8th	48	27	4	79	79	76



# SY15 ARMS Math Scholar Performance

Developing + Proficient + Distinguished Percentages  
Grades 6 - 8

Grade	Developing	Proficient	Distinguished	Total	District	State
6th	45	18	3	66	75	74
7th	50	21	6	77	78	75
8th	45	17	3	65	72	75



# **SY15 ARMS Science Scholar Performance**

Developing + Proficient + Distinguished Percentages  
Grades 6 - 8

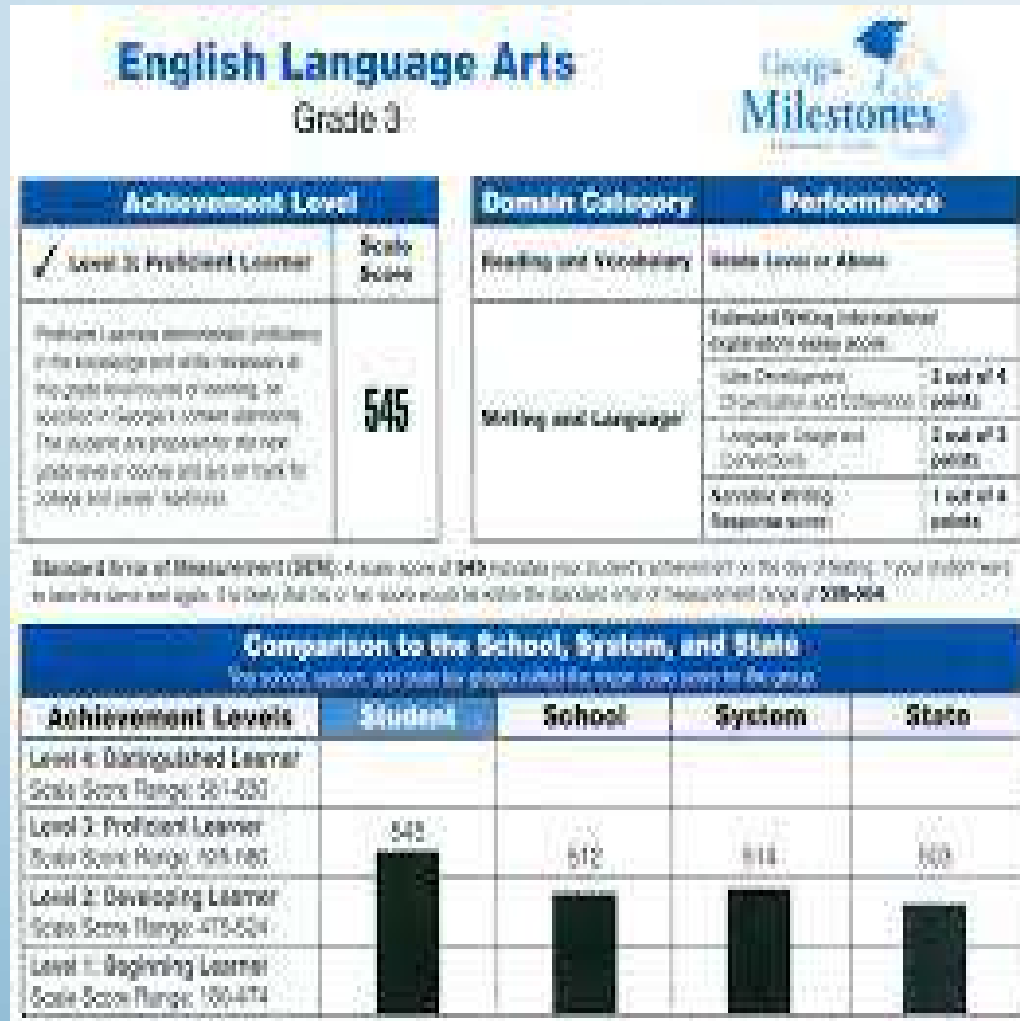
<b>Grade</b>	<b>Developing</b>	<b>Proficient</b>	<b>Distinguished</b>	<b>Total</b>	<b>District</b>	<b>State</b>
<b>6th</b>	<b>32</b>	<b>24</b>	<b>1</b>	<b>57</b>	<b>64</b>	<b>65</b>
<b>7th</b>	<b>44</b>	<b>16</b>	<b>2</b>	<b>62</b>	<b>64</b>	<b>64</b>
<b>8th</b>	<b>30</b>	<b>13</b>	<b>1</b>	<b>44</b>	<b>59</b>	<b>62</b>

# SY15 ARMS Social Studies Scholar Performance

Developing + Proficient + Distinguished Percentages  
Grades 6 - 8

Grade	Developing	Proficient	Distinguished	Total	District	State
6th	35	18	13	66	69	71
7th	51	21	4	76	74	72
8th	45	23	3	71	66	71

# Individual Student Report



# End of Course - Individual Student Report (ISR) Sample

**\*\* Illustration purposes only \*\***

**Sample Student Name** Birthdate: MM/DD/YYYY Class Name: Any Class  
**GTID:** 1234567890 **Test Date:** 03/30/15 **School Name:** Any School  
**Form:** 5T **System Name:** Any System

**Birthdate:** MM/DD/YYYY **Class Name:** Any Class  
**Test Date:** 03/30/15 **School Name:** Any School  
**Form:** 5T **System Name:** Any System

## Individual Student Report

End-of-Course Assessment  
 United States History  
 Spring 2015



The Georgia Milestones Assessment System spans grades 3 through high school and measures how well students have learned the knowledge and skills outlined in the state content standards in English Language Arts, Mathematics, Science, and Social Studies. Georgia Milestones provides information about each student's achievement and readiness for their next level of learning – be it the next grade, course, or endeavor such as college or career.

This report summarizes your student's performance on the Spring 2015 Georgia Milestones End-of-Course (EOC) Assessment. The first page provides an overview of the student's overall performance on the EOC for a particular course and the second page provides more details about your student's performance.

### Your student's overall performance on the Georgia Milestones End-of-Course Assessment for United States History

CONTENT AREA	ACHIEVEMENT LEVEL	SCALE SCORE	GRADE CONVERSION SCORE
United States History	LEVEL 1 BEGINNING LEARNER 	495 Scale Score Range xxx-xxx	84

**Grade Conversion Score:** A student's score converted to a 0-100 scale counts as 20% of course grade as defined by State Board of Education (SBOE) Rule 160-4-2-13.

### Achievement Levels

**LEVEL 1: BEGINNING LEARNERS** do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need substantial academic support to be prepared for the next grade level or course and to be on track for college and career readiness.

**LEVEL 2: DEVELOPING LEARNERS** demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need additional academic support to be prepared for the next grade level or course and to be on track for college and career readiness.

**LEVEL 3: PROFICIENT LEARNERS** demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are prepared for the next grade level or course and are on track for college and career readiness.

**LEVEL 4: DISTINGUISHED LEARNERS** demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are well prepared for the next grade level or course and are well prepared for college and career readiness.

**Scale Score Codes**  
 PTNA = Present, Test Not Attempted, DNA = Did Not Attempt, IV = Invalidation, PIV = Participation Invalidation

GA-EOG-ISR-81115

## United States History

Spring 2015

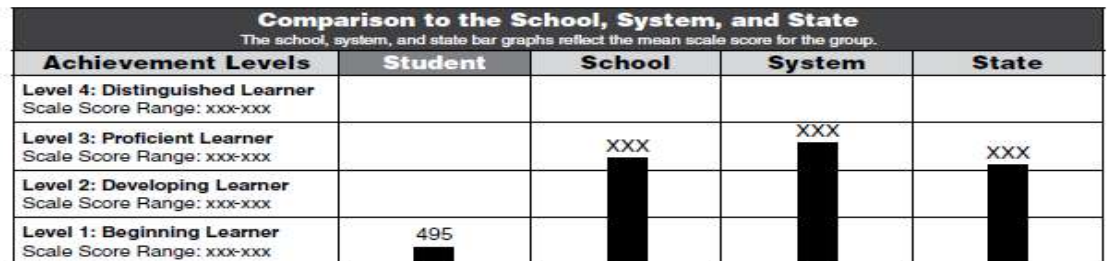


Achievement Level	Scale Score
<input checked="" type="checkbox"/> <b>Level 1: Beginning Learner</b> Beginning Learners do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need substantial academic support to be prepared for the next grade level or course and to be on track for college and career readiness.	495

**Standard Error of Measurement (SEM):** A scale score of 495 indicates your student's achievement on the day of testing. If your student were to take the same test again, it is likely that his or her score would be within the standard error of measurement range of 495-525.

Domain Category	Performance
Colonization through the Constitution	<input type="radio"/> Remediate Learning
New Republic through Reconstruction	<input type="radio"/> Remediate Learning
Industrialization, Reform, and Imperialism	<input type="radio"/> Remediate Learning
Establishment as a World Power	<input type="radio"/> Remediate Learning
Post-World War II to the Present	<input type="radio"/> Remediate Learning

**Domain Mastery**  
 Remediate Learning     Monitor Learning     Accelerate Learning



### Comparison to a National Sample of Students

National Percentile	National Percentile Range
Your student's performance can be compared to other students nationally in United States History. A subset of items in the End-of-Course assessment is from TerraNova, a nationally normed achievement test.	A national percentile of 10 means that your student performed as well or better than 10 percent of the national norming group. If the student were to take the test again, he or she would be expected to obtain a national percentile rank within the National Percentile Range.
10	2-18

# End of Grade - Individual Student Report (ISR) Sample

**SAMPLE STUDENT NAME**

**GTID:** 1234567890

**BIRTHDATE:** MM/DD/YYYY

**TEST DATE:** 03/30/15

**FORM:** 5T

**CLASS**

**SCHOOL**

**SYSTEM**

**\*\* Illustration purposes only \*\***

**NAME**

**BIRTHDATE:** MM/DD/YYYY

**TEST DATE:** 03/30/15

**FORM:** 5T

**CLASS NAME:** ANY CLASS

**SCHOOL NAME:** ANY SCHOOL

**SYSTEM NAME:** ANY SYSTEM

## Individual Student Report End-of-Grade Assessment Spring 2015 Grade 7



The Georgia Milestones Assessment System spans grades 3 through high school and measures how well students have learned the knowledge and skills outlined in the state content standards in English Language Arts, Mathematics, Science, and Social Studies. Georgia Milestones provides information about each student's achievement and readiness for his or her next level of learning—be it the next grade, course, or endeavor such as college or career.

This report summarizes your student's performance on the Spring 2015 Georgia Milestones End-of-Grade (EOG) Assessment. The first page provides an overview of all four content areas. Additional pages provide more details about your student's performance in each content area.

### Your student's performance on the Georgia Milestones End-of-Grade Assessment for Grade 7

CONTENT AREA	ENGLISH LANGUAGE ARTS	MATHEMATICS	SCIENCE	SOCIAL STUDIES
ACHIEVEMENT LEVEL	<b>LEVEL 3 PROFICIENT LEARNER</b> 	<b>LEVEL 2 DEVELOPING LEARNER</b> 	<b>LEVEL 4 DISTINGUISHED LEARNER</b> 	<b>PRESENT, TEST NOT ATTEMPTED</b>
SCALE SCORE	<b>510 CA*</b> Scale Score Range ***-****	<b>500</b> Scale Score Range ***-****	<b>540</b> Scale Score Range ***-****	<b>PTNA</b>

### Achievement Levels

**LEVEL 1: BEGINNING LEARNERS** do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need substantial academic support to be prepared for the next grade level or course and to be on track for college and career readiness.

**LEVEL 2: DEVELOPING LEARNERS** demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need additional academic support to ensure success in the next grade level or course and to be on track for college and career readiness.

**LEVEL 3: PROFICIENT LEARNERS** demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are prepared for the next grade level or course and are on track for college and career readiness.

**LEVEL 4: DISTINGUISHED LEARNERS** demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are well prepared for the next grade level or course and are well prepared for college and career readiness.

\*CA - shows that your student took the test with a Conditional Administration. A test score resulting from a conditional administration must be interpreted in light of the specific accommodations provided the student during testing.

## English Language Arts Grade 7



Achievement Level	Scale Score	Domain Category	Performance
✓ <b>Level 3: Proficient Learner</b>	<b>510 CA*</b>	<b>Reading and Vocabulary</b>	<b>Grade Level or Above</b>
Proficient Learners demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are prepared for the next grade level or course and are on track for college and career readiness.		<b>Writing and Language*</b>	<b>Extended Writing informational/ explanatory essay score:</b> Idea Development, Organization and Coherence <b>1 out of 4 points</b> Language Usage and Conventions <b>2 out of 3 points</b> Narrative Writing Response score: <b>Condition Code C</b>

**Standard Error of Measurement (SEM):** A scale score of **510** indicates your student's achievement on the day of testing. If your student were to take the same test again, it is likely that his or her score would be within the standard error of measurement range of **495-525**.

Comparison to the School, System, and State				
The school, system, and state bar graphs reflect the mean scale score for the group.				
Achievement Levels	Student	School	System	State
<b>Level 4: Distinguished Learner</b> Scale Score Range: xxx-xxx			<b>XXX</b>	<b>XXX</b>
<b>Level 3: Proficient Learner</b> Scale Score Range: xxx-xxx	<b>510 CA*</b>	<b>XXX</b>		
<b>Level 2: Developing Learner</b> Scale Score Range: xxx-xxx				
<b>Level 1: Beginning Learner</b> Scale Score Range: xxx-xxx				

Comparison to a National Sample of Students		
National Percentile	National Percentile Range	
Your student's performance can be compared to other students nationally in Reading. A subset of items in the End-of-Grade assessment is from TerraNova, a nationally normed achievement test.	<b>60</b>	A national percentile of 60 means that your student performed as well as or better than 60 percent of the national norming group. If the student were to take the test again, he or she would be expected to obtain a national percentile rank within the National Percentile Range.
		<b>52-68</b>

Your Student's Lexile Information			
<b>Lexile Measure: 830L</b> <b>Lexile Range: 730L-880L</b>	<b>Leisure Reading: 730L-830L</b>		
The Lexile Framework® for Reading matches a student's reading ability with the difficulty of text material. When selecting books, it is important to consider that Lexiles do not address age-appropriateness, student interest, or text quality. Suggested titles are not necessarily endorsed by the Georgia Department of Education. Books within the student's Lexile range can be found at the local library or by using the Find a Book database at <a href="http://www.lexia.com">www.lexia.com</a> . For more information, visit <a href="http://www.gadoe.org/lexia.aspx">www.gadoe.org/lexia.aspx</a> .	<b>Suggested Titles</b>	<b>Author</b>	
	A Farewell to Arms The Broken Bridge Midnight Hour Encores	Hemingway, Ernest Fullman, Philip Brooks, Bruce	Lexile 730L 780L 820L
	<b>Motivating Challenge: 830L-880L</b>	<b>Suggested Titles</b>	
	A Semester in the Life of a Garbage Bag The October Heroes Wuthering Heights	Korman, Gordon Honing, Donald Bronte, Emily	Lexile 840L 860L 880L

**Condition Codes for Writing**  
**A** = Blank, **B** = Copied, **C** = Illegible/Too Limited to Score, **D** = Non-English/Foreign Language, **E** = Off Topic/Offensive

\*CA - shows that your student took the test with a Conditional Administration. A test score resulting from a conditional administration must be interpreted in light of the specific accommodations provided the student during testing.

# Reminder of Policy Uses: Georgia Milestones

- Determines promotion/retention status in grade 3 (reading only), grade 5 (reading and mathematics), and grade 8 (reading and mathematics)
  - Reading: a student who has a Below Grade Level Reading status will require remediation and retesting in ELA
  - Mathematics: a student who is classified as a **Beginning Learner** will require remediation and retesting in mathematics
- The End of Course (EOC) measures serve as the final exam and comprise 20% of a student's final course grade
- Eligible students may seek to demonstrate subject area competency ("test-out") before enrolling in a course with an associated EOC
- Informs Georgia's accountability measures (CCRPI/TKES/LKES)

# PROMOTION & RETENTION





# Promotion & Retention

## 2015-2016 School Year

### **Mathematics** – Grades 5 and 8

Students must achieve the **Developing Learner** achievement level to be considered eligible for promotion.

- These students have demonstrated partial proficiency of the grade level concepts and skills and can proceed to the next grade level when provided focused instructional support in the needed areas; their learning should be actively monitored to ensure their success.

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

# Promotion & Retention

## 2015-2016 School Year

### **Reading** – Grades 3, 5, and 8

Generally speaking, students in the Beginning Learner achievement level and some at the lower end of Developing Learner will need reading remediation and are eligible to retest.

- Students who achieve the beginning range of a *Developing Learner* demonstrated sufficient writing and language skills to increase their achievement level but may still be reading below grade level.

# Promotion & Retention

## 2015-2016 School Year

### Reading – Grades 3, 5, and 8

Generally speaking, students in the Beginning Learner achievement level and some at the lower end of Developing Learner will need reading remediation and are eligible to retest.

- Students who achieve the beginning range of Developing Learner demonstrated sufficient writing and language skills to increase their achievement level but may still be reading below grade level.

### Preliminary Reading Performance: 2014-2015

Grade	% below cut score	% at or above cut score
3	32%	68%
5	34%	66%
8	30%	70%

# System Testing Information



# Where do I go to get more information

**GEORGIA DEPARTMENT OF EDUCATION**

<http://tinyurl.com/GaDOE-Testing>



**HENRY COUNTY SCHOOLS**

<http://tinyurl.com/HCS-Testing>



# Resources

- [GA Virtual Learning](#)
- [GA Milestones EOC Assessment Guides](#)
- [GA Milestones EOG Assessment Guides](#)
- [Georgia Milestones EOC Study/Resource Guides](#)
- [Georgia Milestones EOG Study/Resource Guides](#)
- [Georgia Milestones Parent Question & Answer Brochure](#)
- [Parents' Guide to New Tests in Georgia](#)
- [GeorgiaStandards.org](#)

Always check with your child's teacher for school level resources.

# Resources

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

## **Content Standards**

–frameworks, formative lessons, PARCC evidence statements

## **Sample Items**

–formative items/benchmarks via Georgia OAS→GOFAR;

–released items via PARCC, SBAC, other states (KY, NY), NAEP

–parent’s guide to Georgia’s new assessment developed by the National PTA

[\[http://www.pta.org/advocacy/content.cfm?ItemNumber=3816 \]](http://www.pta.org/advocacy/content.cfm?ItemNumber=3816)

- **Georgia Milestones Test Blueprints/Content Weights**
- **Georgia Milestones EOG & EOC Assessment Guides**
- **Experience Online Testing Georgia website**
- **Georgia Milestones Technology Specifications**
- **Georgia Milestones Calculator Policy**
- **Allowable Accommodations**
- **Eliciting Evidence of Student Learning Modules**

- Ask for help/Attend tutoring
- Complete assigned tasks

- Take ownership
- Study! Study! Study!

- Hold child accountable
- Communicate w/child and teachers
- Keep track of child's progress
- Support ARMS

- Maintain high level of expectation for scholars
- Provide additional support
- Hold child accountable
- Communicate! Communicate! Communicate!



