


Pate's Creek Elementary Georgia Milestones Update for Parents



Pate's Creek Elementary
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Assistant Principal
January 14, 2020

What is the Georgia Milestones Assessment (GMAS)?

- Comprehensive Summative Assessment
- Grades 3 – High School
- Measures how well students have learned the curriculum outlined by the state in the content areas (language arts, mathematics, science, and social studies).
- Requires students to demonstrate a deeper level of understanding.

Testing Dates: Spring 2020 EOG: April 27 – May 5, 2020

Date	Content	Grades	Estimated Return of Scores
April 27	ELA Part I	Grades 3 – 5	May 15
April 28	ELA Part II	Grades 3 – 5	
April 29	Math	Grades 3 – 5	May 13
April 30	Science	Grades 5	May 5
May 1	Social Studies	Grades 5	May 6
May 4	Make-Up	Grades 3 – 5	10 – 15 days for ELA/MATH
May 5	Make-Up	Grades 3 – 5	3 – 5 days for Science/SS

Georgia Milestones Test Construction

Content Area and Number of Sections	Selected Response	Constructed Response (2 points)	Extended Constructed Response (4 points)	Extended Writing Response (7 points)	Technology Enhanced (Evidence Based/Multiple Part Items) (2 points)
English Language Arts (ELA) (3 sections)	✓	✓	✓	✓	✓
Mathematics (2 sections)	✓	✓	✓		✓
Science (2 sections)	✓				✓
Social Studies (2 sections)	✓				✓

Administration Times (In Minutes)

Content Area/Course	Test Section(s)	Minimum Time Per Section(s)	Minimum Time Per Section(s) (1.5)	Minimum Time Per Section(s) (Double)	Maximum Time Per Section(s)	Maximum Time Per Section(s) (1.5)	Maximum Time Per Section(s) (Double)
English Language Arts	1	70	105	140	90	135	180
English Language Arts	2 and 3	60	90	120	85	128	170
Mathematics	1 and 2	60	90	120	85	128	170
Science	1 and 2	45	68	90	70	105	140
Social Studies	1 and 2	45	68	90	70	105	140

Note: These maximum time limits do not apply to those students who receive the extended time accommodation.

Item Types

- **Selected-Response** [aka, multiple-choice]
 - all content areas
 - technology-enhanced (two part questions)
which is evidence-based selected response in ELA
- **Constructed-Response**
 - ELA and Mathematics
- **Extended-Response**
 - ELA and Mathematics
- **Extended Writing Response**
 - ELA

Constructed response is a general term for assessment items that require the student to generate a response as opposed to selecting a response. Extended-response items require more elaborate answers and explanations of reasoning. They allow for multiple correct answers and/or varying methods of arriving at the correct answer. The Extended Writing Response is an opinion or informational essay.

Item Types Continued

- 3 selected-response items (1pt each) asking about the specific features of each passage and comparing/contrasting between the two passages
- 1 constructed-response item requiring linking the two passages (2pts)
- 1 extended writing prompt (**informational or opinion**) in response to two passages in which students must cite evidence to support their conclusions, claims, etc. This writing is worth 7 points.

What students might see: ELA Section 1

ELA Section 1 Online Item 4, 2 point Constructed Response

- The left side of the screen with the ELA Passage and the right side of the screen with the test items and Writing Task function independently.
- Students can refer to either passage or Writing Task while typing a response.

The screenshot displays a digital reading and writing interface. On the left, a passage titled "A New Twist on Libraries" is shown. The passage discusses a digital public library in San Antonio, Texas, where patrons can use tablets and e-readers instead of physical books. On the right, a writing task asks the student to identify which author most successfully develops the topic using valid reasoning and relevant evidence. The student is to type their answer in a provided space. A yellow box highlights a toolbar with navigation icons (back, forward, search, etc.). Below the writing area, a list of features is provided: New writing tools, Undo, Redo, Cut, Copy, and Paste, and Inclusion in Secure Practice Tests and Experience Online Testing Georgia. At the bottom of the interface, there are buttons for "Show/Hide", "Full", "Flag", "Options", and navigation arrows.

A New Twist on Libraries

Anyone walking into the new public library on the south side of San Antonio, Texas, can do many of the usual things, including check out titles, grab a few movies, do some online surfing, and scan the new releases. The one thing patrons cannot do in this library is flip through, skim, read, and take home actual books. Why? Patrons cannot touch the books because San Antonio's BiblioTech is a library that does not contain a single book on a single shelf. BiblioTech is the nation's first—but unlikely its last—completely book-free, digital public library.

Instead of rows of gray metal shelves with books arranged in order of author's last name or Dewey decimal code, patrons of BiblioTech are met with rows of tablets and e-readers. Instead of checking out titles, readers either download titles to their own digital devices or check out the library's devices with nothing more than a card. Children can even take home e-readers that have been preloaded with more than one hundred titles just for their particular age group's abilities and interests. For those patrons who would rather sit in the library and read, dozens of desktop computers are accessible.

Page 2 / 6

Which author MOST successfully develops the topic according to his or her purpose using valid reasoning and relevant evidence?

Use evidence from BOTH texts to support your answer. Type your answer to the short-constructed response in the space provided.

- New writing tools
- Undo, Redo, Cut, Copy, and Paste
- Included in Secure Practice Tests and Experience Online Testing Georgia

What students might see: ELA Section 1 Item 5 Reading and Evidence – Based Writing

The Extended Writing Task is displayed on right side of the screen.

This section of this test assesses your skill to comprehend reading passages and use information from the passages to write an informational / explanatory essay.

Before you begin typing your essay, you will read two passages and answer three multiple-choice and one short-constructed response question about what you have read.

As you read the passages, think about details you may use in an informational / explanatory essay about the ways in which libraries are adapting and changing in the 21st century. The informational / explanatory essay will be the final writing task in this section.

These are the titles of the passages you will read:

1. A New Twist on Libraries
2. Take One, Return One

Read the first passage.

Turning pages requires clicking on the left or right side of the Reading Passage

Writing Task

People of all ages can engage with more books and information that interest them than they have in the past. This is partially a result of the changes happening in libraries around the world.

Type an informational/explanatory essay in your own words explaining some ways in which libraries are adapting and changing in the 21st century.

Be sure to use evidence from BOTH texts in your informational/explanatory essay.

Writer's Checklist

Enlarge

Now type your informational/explanatory essay in the space provided below. Select the enlarge button to open the Writer's Checklist and refer to the Checklist you write and proofread your essay.

Top of response field displays at bottom of screen

Writer's Checklist

Be sure to:

- Introduce the topic clearly, provide a focus, and organize information in a way that makes sense.
- Use information from the two passages so that your essay includes important details.
- Develop the topic with facts, definitions, details, quotations, or other information and examples related to the topic.
- Identify the passages by title or number when using details or facts directly from the passages.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages.
- Use appropriate and varied transitions to connect ideas and to clarify the relationship among ideas and concepts.
- Use clear language and vocabulary.
- Establish and maintain a formal style.
- Provide a conclusion that supports the information presented.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

ITEM TYPES

ORIENT STUDENTS PRIOR TO TESTING

Multiple-Part Items

Evidence-Based Selected-Response (EBSR) Items for English Language Arts – a two-part multiple-choice item that requires students to complete both parts

- **First part answers inferential or key concept question related to text. Includes one correct response**
- **Second part is evidence from the text used to support the inference or idea. May include one or more correct response(s)**
- **Two-point score value with opportunity for partial credit. Part One and Two must be correct to receive 2-Points. One-Point if only Part One is correct.**

EVIDENCE-BASED SELECTED RESPONSE – PART I ONLINE

Mystery Club

by Maurissa Guilford

As the school bus rumbled toward home, Marisa thought about the reasons she didn't want to go to Penmark School. First of all, she'd had to leave all her friends in California to come to Maine. Second, her family needed to move two weeks after the school year started so that Mom could start her new job at the medical center. And third? Well, Marisa couldn't think of a third, but she figured those two were enough for her first day.

As the school bus rumbled toward home, Marisa thought about the reasons she didn't want to go to Penmark School. First of all, she'd had to leave all her friends in California to come to Maine. Second, her family needed to move two weeks after the school year started so that Mom could start her new job at the medical center. And third? Well, Marisa couldn't think of a third, but she figured those two were enough for her first day.

Marisa stared out at the fields rolling by. She sighed and reached into her backpack. At least she had a good mystery to read. But she hadn't even read a whole sentence from her book before a voice next to her made her jump.

"Hey, I've read that one. It's great."

Marisa turned to see a girl in a fuzzy purple sweater. "I'm Shelly," said the girl, and she grinned so hard her gums showed.

Marisa felt herself smiling back. "I'm Marisa," she said. "We have the

This question has two parts. Answer Part One and then answer Part Two.

Part One

What is the central theme of the passage?

- a Friendship starts as a mystery.
- b Moving makes it difficult to develop friendships.
- c Friendship begins with having things in common.
- d Reading books together creates friendship.

EVIDENCE-BASED SELECTED RESPONSE – PART 2

ONLINE

Mystery Club

by Maurissa Guibord

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"Hey, I've read that one. It's great."

Marisa turned to see a girl in a fuzzy purple sweater. "I'm Shelly," said the girl, and she grinned so hard her gums showed.

Marisa felt herself smiling back. "I'm Marisa," she said. "We have the same homeroom, right?"

This question has two parts. Answer Part One and then answer Part Two.

Part Two

Which **two** details from the passage support the answer in Part One? Choose **two** answers.

- a "Hey, I've read that one. It's great."
- b "Don't tell me how it ends!"
- c "At least she had a good mystery to read."
- d "We have the same homeroom, right?"
- e "Finally she clouded up the mirror in one corner."

MULTI-SELECT ITEM

ONLINE

Select the THREE rational numbers whose decimal form will terminate in 0s.

a $\frac{1}{3}$

b $\frac{4}{4}$

c $\frac{1}{10}$

d $\frac{5}{5}$

e $\frac{1}{10}$

f $\frac{5}{5}$

Achievement Levels

- An achievement level is a range of scores that defines a specific level of student performance.
- Beginning Learners
- Developing Learners
- Proficient Learners
- Distinguished Learners

Achievement Levels

- Beginning Learners do not yet demonstrate proficiency as specified in Georgia's content standards. The students need substantial academic support
- Developing Learners demonstrate partial proficiency as specified by in Georgia's content standards. The students need additional academic support
- Proficient Learners demonstrate proficiency as specified in Georgia's content standards. The students are prepared
- Distinguished Learners demonstrate advanced proficiency as specified in Georgia's content standards. The students are well prepared

What Can You Do During Testing?



- Be encouraging!
- Remind students to read directions carefully and to check their work
- Point out that some items will be more difficult than others
- Help them in getting a good night's rest
- Plan a balanced breakfast
- Stick to the schedule
- Don't focus your conversations too heavily on the test

Helpful Sites

- Parent Resources on Right Side
 - <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-Assessment-System.aspx>
- Study Guide
 - <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/EOG-Study-Resource-Guides.aspx>
- Practice Website
 - <https://wbte.drcedirect.com/GA/portals/ga>