


Georgia Milestones Update for Parents



Cotton Indian Elementary
Floyd F. McRae II
Assistant Principal
April 1, 2021

Agenda

- What is the Georgia Milestones Assessment (GMAS)?
- Some Changes to GMAS (3-5 Grade)
- Remote and Evening Academy Learners
- Test Construction and Dates/Times
- Content and Question Types
- Achievement Levels
- How is CIE preparing students for GMAS?
- General Procedures – Test Day
- How can I support my child in being successful on the Georgia Milestones?
- What resources to use to help your child be successful?
- Questions

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, and science).
- Requires students to demonstrate a deeper level of understanding.
- 3rd & 4th Grade – ELA and Math
- 5th Grade – ELA, Math & Science

Some changes to the assessments for Grades 3-5

- Removal of SS content
- Shorten test (less questions)
- Math – **All** constructed response questions have been replaced with technology enhanced items.
- ELA – **Some** constructed response questions have been replaced with technology enhanced items.

Remote Learners

- GMAS must be administered Face to Face Only!
- Remote students must come into the building to take the assessment if parents want their child to participate.
- **Remote parents should complete the survey that was sent on Friday (3-26-21) if they would like to opt out due to Covid or if they are coming to the school to take the assessment.**
- Provisions are made for students that want to take the assessment but are Quarantined or otherwise affected during the district testing window. Email or call the school if this occurs.
- State Testing window closes May 28, 2021

Remote learners who wish to participate in testing - Options

- Join with face to face students in their classroom and participate in the main test administration.
- Attend school on the scheduled testing day and participate in testing with a group of other students who wish to test to limit group size.
- Test on a district-designated make-up day.
- Test during an afternoon session on a day during the testing window as a part of rolling make up days (See make-up day schedule).

Remote Learners

- Remote learners who do not come in for testing will receive asynchronous instruction designed to review the current grade-level standards during testing sessions.
- Afternoon instruction shall resume as normal for remote and face-to-face learners based on the school schedule on testing days.

Evening Academy Students

- Evening Academy is responsible in communicating with parents of Evening Academy students of test options.
- Evening Academy students who wish to test, may test at their homeschool during the traditional 7:45-2:30 school hours. Evening Academy will contact parents regarding opting out.
- Evening Academy will provide a list of participating students to the homeschool so the homeschool will contact families regarding schedules.
- If families of Evening Academy students wish to opt-out of GMAS, the Evening Academy will complete an Opt-out or Covid Non-Participant document and provide that information to the homeschool and County Testing Coordinator.

Georgia Milestone Test Construction

Content Area and the Number of Sections	Selected Response (1pt)	Constructed Response (2pts)	Extended Constructed Response (4pts)	Extended Writing Response (7pts)	Technology Enhanced (2pts)
English Language Arts (3 Sections)	✓	✓	✓	✓	✓
Mathematics (2 Sections)	✓				✓
Science (2 Sections)	✓				✓

How long is the test?

Content Area/Course	Test Section(s)	Typical Testing Time	Maximum Time Per Section(s)	Maximum Time Per Section(s) (1.5)	Maximum Time Per Section(s) (Double)
ELA	1	45-65	90	135	180
	2	40-60	80	120	160
	3	40-60	80	120	160
Mathematics	1	30-50	65	98	130
	2	30-50	65	98	130
Science	1	20-30	40	60	80
	2	20-30	40	60	80

When will your child test? (Grades 3 – 5)

Elementary School Spring 2021 EOG: April 26 - May 14, 2021

Date	Grade Content Area	Date	Grade Content Area	Date	Grade Content Area
April 26	Gr 5 ELA Part I	May 3	Gr 4 ELA Part I	May 10	Gr 3 ELA Part I
April 27	Gr 5 ELA Part II/III	May 4	Gr 4 ELA Part II/III	May 11	Gr 3 ELA Part II/III
April 28	Gr 5 Math	May 5	Gr 4 Math	May 12	Gr 3 Math
April 29	Gr 5 Science	May 6	Gr 5 & 4 Make - Up	May 13	All Grades Make-Up
April 30	Gr 5 Make-Up	May 7	Gr 5 & 4 Make - Up	May 14	All Grades Make-Up

What Will My Students See In Math?

3rd Grade	4th Grade	5th Grade
<ul style="list-style-type: none"> • Operations and Algebraic Thinking (15 questions) • Number and Operations (Whole numbers and fractions (20 questions) • Measurement and Data (17 questions) • Geometry (6 questions) <p>*Based on grade level standards</p>	<ul style="list-style-type: none"> • Operations and Algebraic Thinking (11-12 questions) • Number and Operations in Base 10 (11-12 questions) • Number and Operations—Fractions (17 questions) • Measurement and Data(11-12 questions) • Geometry (6 questions) <p>*Based on grade level standards</p>	<ul style="list-style-type: none"> • Operations and Algebraic Thinking (6 questions) • Number and Operations in Base 10 (14 questions) • Number and Operations - Fraction (17 questions) • Measurement and Data (12 questions) • Geometry (9 questions) <p>*Based on grade level standards</p>


What type of questions will my student answer on the Math GMAS?

- Types of Questions:

1. Selected Response (Multiple Choice)
2. Technology Enhanced

Mallory has 56 paper clips. She is separating the paper clips into 8 equal groups. She uses the equation shown to find the number of paper clips in each group.

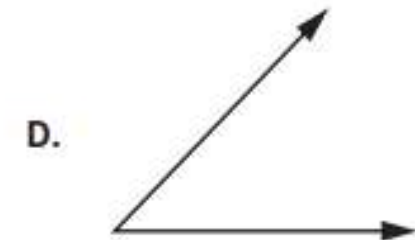
Move a number into the box to complete the equation.

 ?

$$56 \div \square = 8$$

6 7 9 48 64

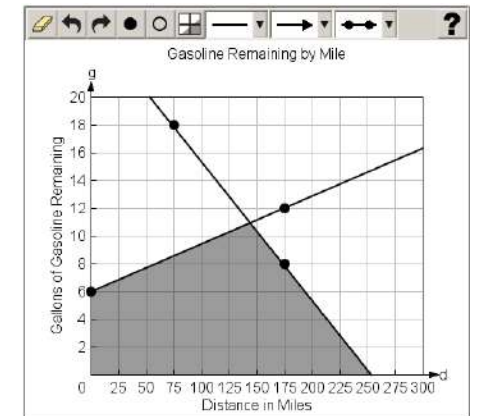
Which of these figures BEST models a ray?



Technology-Enhanced

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

- Two types of technology-enhanced items:
 - Graphing (Mathematics)
 - Allows students to graph and label points and lines and shade regions
 - Allows students to demonstrate depth of understanding and ability through performance on math tasks
 - Drag and drop (ELA, Mathematics, Science)
 - Response choices (such as numbers, words, or phrases) can be moved and placed in another location (such as a chart or map)
 - Allows students to demonstrate depth of understanding by identifying, classifying, comparing, or organizing information



Each number below can be classified as a factor of 18 only, a factor of 24 only, or as a factor of both 18 and 24.

Directions: Drag each number to the correct location on the chart below.

A factor of 18 only	A factor of both 18 and 24	A factor of 24 only

Numbers to be classified: [2] [3] [6] [9] [12]

Technology-Enhanced

- What types of questions will my child see on the Georgia Milestones assessment?

All Grades TE Question 7 Training Student

Marie measured the temperature at some different times of day on a cold winter day.

Time of Day	Temperature (°C)
morning	-6.05
noon	-6.2
afternoon	-5.3
evening	-5.28

Move the numbers into the boxes to show the temperatures from coldest to warmest.

?

-6.2

-6.05

-5.3

-5.28

coldest

warmest

Review/End Test Pause Flag Back Next

MULTI-SELECT ITEM

ONLINE

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

☐ a $\frac{1}{3}$

☐ b $\frac{3}{4}$

☐ c $\frac{3}{5}$

☐ d $\frac{5}{6}$

☐ e $\frac{5}{7}$

☐ f $\frac{5}{8}$

What will my child be tested on?

- Reading and Vocabulary - 53%
- Writing and Language - 47%



Types of Questions

- Selected Response (Multiple Choice)
- Evidence-based Selected Response (Parts A/B)
- Technology-enhanced (Drag and Drop)
- Constructed Response (Response to text)
- Extended Constructed Response (Response to narrative text)
- Extended Writing Response (Essay type writing in response to text - Informational or Opinion Writing)

Selected Response (Multiple Choice)

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 northern red oak and the live oak tree. The informational / explanatory essay will be the final writing task in this section.

These are the titles of the passages you will read:

1. The Northern Red Oak
2. The Hardy Live Oak

Read the first passage.

Which sentence BEST explains why the author of "The Hardy Live Oak" says that the live oak trees are "a treasure in hot places with harsh sunny weather"?

- ☐ (a) They provide shade in the summer heat.
- ☐ (b) They also provide food for many animals.
- ☐ (c) Live oak trees just blend into the landscape.
- ☐ (d) Each live oak tree can produce thousands of acorns.

Which sentence shows the correct way to write the title of a book?

- A. During the summer I read a great novel, Because of Winn-Dixie.
- B. During the summer I read a great novel, BECAUSE OF WINN-DIXIE.
- C. During the summer I read a great novel, Because of Winn-Dixie.
- D. During the summer I read a great novel, "Because of Winn-Dixie."

Which sentence from the article BEST supports the idea that the league now has a stronger focus on safety?

- A. The game moves fast, so it can be dangerous without the right gear for protection.
- B. When the National Hockey League began in 1917, players wore minimal gear.
- C. The rule applies to new players and is a response to eye injuries over the years.
- D. Another rule allows a player to continue skating if his helmet falls off.

Constructed Response

ELA Section 1 Online Item 4, 2 point Constructed Response

- The left side of the screen indicates the ELA Passage and the right side of the screen indicates the question, problem or statement.
- Students can refer to either passage or Writing Task while typing a response.

The screenshot displays a digital test interface. On the left, a passage titled "A New Twist on Libraries" is shown. The passage describes a new public library in San Antonio, Texas, called BiblioTech, which is a digital library where patrons can check out titles, grab movies, and surf online, but cannot touch physical books. It mentions that BiblioTech is the nation's first but unlikely its last, and that it is completely book-free. The passage also describes the library's layout, which uses tablets and e-readers instead of traditional bookshelves, and mentions that patrons can take home e-readers preloaded with titles. The passage ends with a sentence about desktop computers being accessible. The page number "Page 2 / 6" is visible at the bottom right of the passage area.

On the right side of the interface, a question is posed: "Which author MOST successfully develops the topic according to his or her purpose using valid reasoning and relevant evidence?" Below the question, a prompt states: "Use evidence from BOTH texts to support your answer. Type your answer to the short-constructed response in the space provided." A yellow box highlights a toolbar containing icons for undo, redo, cut, copy, and paste. Below the toolbar is a large text input area for the response. At the bottom of the interface, there is a navigation bar with buttons for "Review/End Test", "Pause", "Flag", "Options", and a set of navigation arrows (Back, Next, and a central play/pause button).

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

EVIDENCE-BASED SELECTED RESPONSE

- A two-part multiple-choice item that requires students to complete both parts
 - First part answers questions related to text. Includes one correct response
 - Second part is evidence from the text used to support the response. May include one or more correct response(s)
- 1. 2-point score value with opportunity for partial credit
 - Part One and Two must be correct to receive 2-Points. 1-Point if only Part One is correct.

EVIDENCE-BASED SELECTED RESPONSE

Mystery Club

by Maurissa Guibord

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 same homeroom, right?"

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

Mystery Club

by Maurissa Guibord

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.

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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 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."

Extended Constructed-Response

- Students will also write an extended constructed-response using narrative techniques.
- Students may be asked to continue a story or perhaps write a new beginning
- The text may be literary or informational.

Item 17

Extended Constructed-Response

Imagine that you are a marine biologist or a wildlife officer. Write a short story about an adventure you have during a day at work. Use ideas from one of the interviews to help you write your story.

Narrative Writer's Checklist

Be sure to:

- Develop a real or imagined experience.
- Include a situation and introduce a narrator and/or characters.
- Organize events in order.
 - Use words and phrases to show the sequence of events.
- Use dialogue and/or descriptions of actions, thoughts, and feelings to:
 - develop events.
 - show how characters respond to situations.
- Include a conclusion.
- Use ideas and/or details from the passage(s).
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

Now write your narrative on your answer document. Refer to the Writer's Checklist as you write and proofread your narrative.

Extended Writing Response

- Paired passages
- Students must support their claim with logical reasoning and relevant evidence from both passages
- Could be opinion or informational writing

What students might see: ELA Section 1 Item 5 Reading and Extended Writing Response.

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

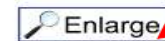
Writing Task

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



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.

5th Grade Science GMAS testing

The Grade 5 Science EOG assessment has a total of 42 items based on Physical, Earth and Life Science. (Grade level standards)

The test will be given in two sections with up to 40 minutes per section to complete Sections 1 and 2. (80 minutes minimum)
Questions are selected response and technology enhanced.

A student wants to design a complete, simple circuit for a class project. The student has more materials available than are needed for the project.

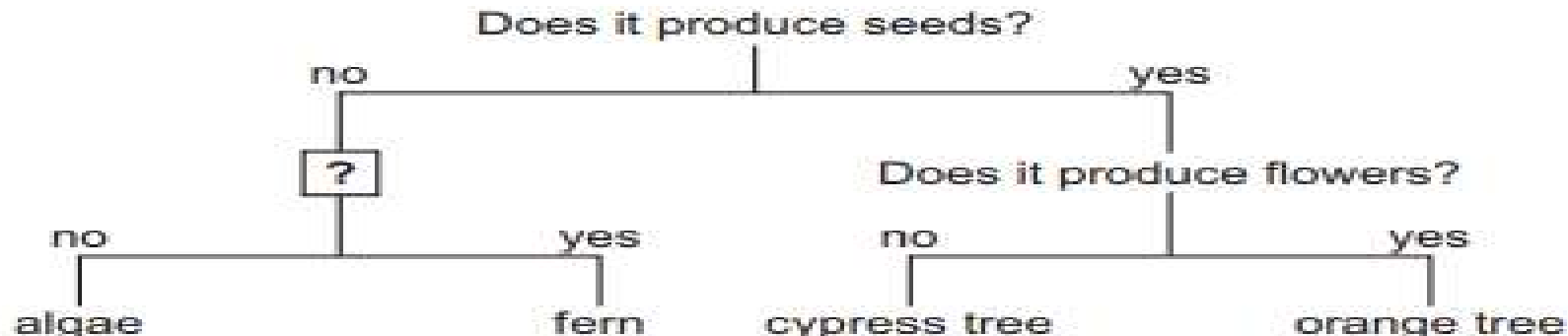
What does a complete, simple circuit require to work?

- A. wire and a switch
- B. wire and a light bulb
- C. wire, a battery, and a switch
- D. wire, a battery, and a light bulb

A student makes a model to sort plants using the information in the table.

Plant	Characteristics
algae	<ul style="list-style-type: none">• does not produce seeds• has no roots, stems, or leaves
fern	<ul style="list-style-type: none">• does not produce seeds• has roots, stems, and leaves
cypress tree	<ul style="list-style-type: none">• produces seeds from cones• has roots, stems, and leaves
orange tree	<ul style="list-style-type: none">• produces seeds from flowers• has roots, stems, and leaves


The student's model is not complete.



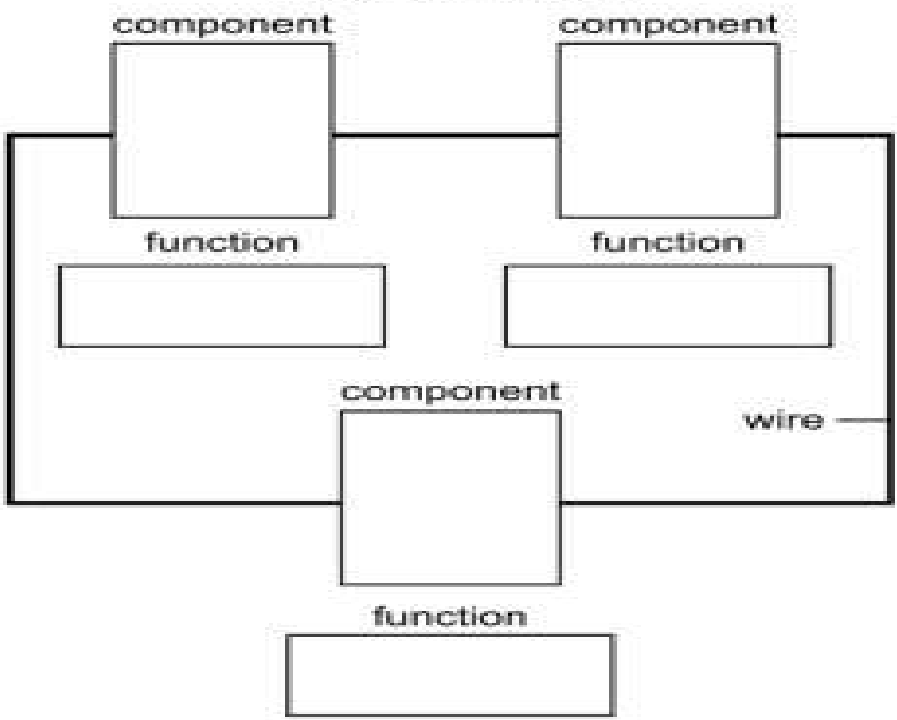
Which question should the student put in the box with a question mark to correctly complete the model?

- A. Does it produce cones?
- B. Does it grow into a tree?
- C. Does it produce flowers?
- D. Does it have roots, stems, or leaves?

Item 13. Continued.

 ?

Electrical Circuit



component

function

component







function

component

function

wire

Components

 light bulb	 switch	 bar magnet
 compass	 pencil	 battery

Functions

conducts electricity	powers the circuit
turns circuit on and off	powered by the circuit



Use a mouse, touchpad, or touchscreen to move the components and functions next to the circuit diagram into the boxes in the diagram. Each component or function can be used once. Some components and functions will not be used.

Item 23

Multi-Select Technology-Enhanced

Students are investigating chemical changes that occur in different materials.

Which TWO investigations would provide evidence of a chemical change?

- A. Placing a liquid in a freezer until the liquid becomes a solid would provide evidence of a chemical change because the state of matter changes.
- B. Using a saw to cut a solid into two different pieces would provide evidence of a chemical change because the pieces cannot be put back together.
- C. Using a hot plate to heat a solid until it changes color and releases an odor would provide evidence of a chemical change because the particles cannot be changed back.
- D. Placing two different liquids together in a beaker and observing that a solid forms when they mix would provide evidence of a chemical change because a new material is formed.
- E. Placing a mixture containing a solid and a liquid on a windowsill and letting the liquid evaporate would provide evidence of a chemical change because the evaporated material is lost.
- F. Using a magnet to remove a magnetic solid from a mixture that also contains nonmagnetic solids would provide evidence of a chemical change because the mixture cannot be mixed together again.

ELA Item (Question) - Review

- **Selected-Response** [aka, multiple-choice]
 - Technology-enhanced
 - Evidence-based selected response (two part questions) – Partial credit earned
 - Worth 1 point
- **Constructed-Response**
 - Worth 2 points
- **Extended-Response**
 - Worth 4 points
- **Extended Writing Response**
 - Worth 7 Points

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.

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

How is CIE preparing students for GMAS?

- Teaching Content Standards
- Weekly Common Formative Assessments (CFA's). i.e. ELA/Constructed Response & Math; Teachers model the “thinking process” of answering constructed response questions. Teachers participate in a Weekly Data Review to determine student strengths/weaknesses and adjust instruction.
- Students will have opportunities for practicing these types of assessments.
- ELA GMAS Review (Study Guide) during ELA block
- Remediation/GMAS (On certain days) during Instructional Focus Period (IF) – Math
- Writing Benchmarks in all three grade levels. Writing genres which cover Argumentative, Informational, Opinion and Narrative writing.
- www.gaexperienceonline.com
- Secure Practice Test (ELA) – Mock GMAS

Experience Online Testing Georgia

- The state provides a site for parents and students to experience the virtual testing environment for themselves.
- The practice assessment is not designed to show students the content on the exam.
- It is designed to help students understand how to navigate through the assessment and answer the various style of test items on the assessment.

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



GMAS General Procedures – Testing Day

- GMAS testing will begin at 8:00 am on each Monday, starting 4-26-21 (**see the schedule indicated in this notification/website because your child's actual start day depends on your child's grade-level**). Students that are car riders should report to school (HR Class) no later than 7:45 am.
- Students will not be admitted to class once testing has begun.
- If students are eating school breakfast, they should report to school no later than 7:30 am.
- Students should get a good night's sleep each night before the GMAS.

GMAS General Procedures – Testing Day Cont.

- Students – depending on their grade-levels should bring their **Chrome book and charger** to school and these items will remain at CIE until their testing is complete for their grade-level.
- **5th Grade – Should bring their Chrome Book/Charger on Friday (4-16-21)**
- **4th Grade - Should bring their Chrome Book/Charger on Friday (4-23-21)**
- **3rd Grade - Should bring their Chrome Book/Charger on Friday (4-30-21)**
- Student cell phones or any kind of electronic device should be left at home or they will be held outside the classroom (Testing Environment) while testing is taking place.
- Breakfast/lunch will be free.
- Students and Staff are required to follow the HCS Playbook and the CDC guidelines during the assessment window.

•Tips For Parents

•Acknowledgement

- Identify the type of test taker your child may be.
- For instance, it is common that many students become **anxious** when test taking, if this is your child encourage them to do the following things:
 - **Space studying**, spreading out studying over a period of days and weeks rather than cramming, this helps build longevity with remembering.
 - **Reviewing**, look back on standards that may have been difficult. Review previous notes, class assignments and homework. Also, contact Ms. Rogers if you need any resources or assistance finding resources.
destiny.rogers@henry.k12.ga.us
 - **Relax**, encourage your child to keep a calm mindset even when in the preparation phase of testing (studying), so that it can reflect when it is time to test.

•Familiarity

- Encourage your child to become familiar with the process of testing so that they feel confident!
- How?
- Discuss **Basic Test Taking Strategies**
 - Read the test question/statement carefully before answering.
 - Read **all** of the answer choices. Select the one that **best** answers the question.
 - Then, after following those steps if you are unsure, evaluate and use process of elimination.
 - Lastly, when studying and taking the practice test, encourage your child to take the test **more than once**, so they become **familiar** with the layout, and featured tools, such as the magnifier, highlighter, etc.



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.drctdirect.com/GA/portals/ga>

Helpful Contacts

- **Assistant Principal**

- Floyd F. McRae II – fmcrae@henry.k12.ga.us/770-474-9983

- **Parent Involvement Professional (PIP)**

- Destiny Rogers - destiny.rogers@henry.k12.ga.us/770-474-9983

- **Math Instructional Lead Teacher**

- Christina Pike - cpike@henry.k12.ga.us/770-474-9983

- **Literacy Instructional Lead Teacher**

- Patti Paris - pparis@henry.k12.ga.us/770-474-9983