

Georgia Milestones

Assessment System



2014 Fall GACIS: Language Arts & Social Studies

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Georgia Milestones

- Grades 3 – 8
 - End of Grade (EOG) in language arts, mathematics, science, social studies
- High School
 - End of Course (EOC) in 9th Grade Literature & Composition, American Literature & Composition, Coordinate Algebra, Analytic Geometry, Physical Science, Biology, US History, and Economics



Georgia Milestones: Unique Features

Blended: Criterion-Referenced and Norm-Referenced

Georgia Milestones will provide:

- criterion-referenced performance information in the form of four performance levels, depicting students' mastery of state standards
- norm-referenced performance information in the form of national percentiles, depicting how students' achievement compares to peers nationally

Note: To provide norm-referenced information, some norm-referenced items may not align to Georgia's content standards. Only aligned NRT items will contribute to proficiency designations.



Georgia Milestones: Embedded NRT

- Each content area/course test will contain 20 norm-referenced items.
- The 20 NRT items will provide a national percentile score to provide a barometer of national comparison.
- Approximately 10 of these items have been reviewed by Georgia educators for alignment to the grade level/course content standards.
 - Only those NRT items judged to be aligned by Georgia educators will contribute to the criterion-referenced proficiency designations of students.
- The remaining 10 or so items, while not necessarily aligned to the grade level/course content standards, will not contribute to the proficiency designation.



Georgia Milestones: Embedded NRT

- Teachers and students should be aware that the tests will include a small number of NRT items (10) **for which students have not had direct instruction.**
 - These items will contribute only the NRT score and will not contribute to the criterion-referenced score and proficiency designation that is used in promotion/retention, course grade, student growth, educator effectiveness measures, or accountability (CCRPI).
 - The content and skills measured within these items reflect **more global** concepts within the content area (such as, reading comprehension, language, mathematics, science, or social studies) that students encounter during the course of their matriculation. **This is particularly true in science and social studies.**



Georgia Milestones will include norm-referenced items that are not directly aligned to the grade level or course standards. These items will not impact student scores.

Georgia Milestones

- It is important to remember that Georgia Milestones is primarily a criterion-referenced test, reflecting the content standards for each grade and course
 - teachers should teach the Georgia state-adopted content standards and not the NRT standards

Remember: All important uses of the test results – for both students and educators – will be based on the criterion-referenced scores and proficiency determinations.



Georgia Milestones

General Test Parameters

- ELA will consist of 3 sections, 1 of which will focus mainly on writing
- Mathematics will consist of 2 sections
- Science will consist of 2 sections
- Social Studies will consist of 2 sections

Each section will be approximately 70 minutes.



Georgia Milestones

General Test Parameters: ELA

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)

Norm-Referenced

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

Embedded Field Test

- Total field test items: 6

Total number of items taken
by each student: 60



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.

Georgia Milestones: Rubrics

- Rubrics are item specific and therefore cannot be released.
 - Generally speaking, rubrics outline the expectations for the answer(s) along with sufficient justification/explanation
 - Student cites evidence from the text to support answer in ELA
 - Student explains reasoning or approach to problem solving in mathematics
 - Student answers all portions of the item
 - Remember the OAS includes rubrics and student exemplars for all formative open-ended items.
- The extended-response analytic writing rubric will be released. Students will be scored on two features:
 - Idea Development, Organization, & Coherence
 - Language Usage & Conventions



2013-2014 Student Achievement by Administration Mode: ELA

Course	Mode	Total	Mean Scale Score	Performance Level			
				Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Meets/Exceeds Expectations
9th Grade Literature & Composition	Online	57,272	441.7	10.9%	44.5%	44.6%	89.1%
	Paper/Pencil	76,579	436.2	14.2%	47.5%	38.3%	85.8%
	Total	133,851	438.6	12.8%	46.2%	41.0%	87.2%
American Literature & Composition	Online	54,773	442.5	7.1%	50.1%	42.8%	92.9%
	Paper/Pencil	59,013	437.6	8.9%	55.0%	36.1%	91.1%
	Total	113,786	440.0	8.0%	52.6%	39.3%	92.0%



Extended Constructed Response: HS

Narrative Writing

Students read a passage.

This story was written using third person point of view. How would the excerpt be different if Ralph were narrating? Rewrite the beginning of the story from Ralph's perspective.

This item is worth 4 points.



Extended Writing Response: HS

Currently, there is a global debate about the competing claims to rightful ownership of many ancient artifacts and treasures. Many times, for a variety of reasons, such objects are housed in museums in countries other than the country where the treasures were discovered or made. If the country of origin decides that it wants a museum to return these treasures, does a museum ever have a right to refuse that request? Some people feel that refusing such a request is truly cultural theft. Others, however, argue that there are cases when the museum, not the nation, has a stronger right to ownership.

Weigh the claims on both sides, and then write an argumentative essay, in your own words, supporting one side of the debate in which you argue EITHER that museums must return cultural treasures to their country of origin if that country requests it OR that museums do sometimes have a right to deny those requests. Be sure to use information from both texts in your argumentative essay.

Before you begin planning and writing, you will read two texts and answer one question about what you have read. These are the titles of the texts you will read:

1. Bring Them Home
2. Museums Preserve the Cultures of the World

As you read the texts, think about what details from the texts you might use in your argumentative essay.



Extended Writing Response: HS

Now that you have read “Bring Them Home” and “Museums Preserve the Cultures of the World” and answered a question about what you have read, create a plan for your argumentative essay.

Weigh the claims on both sides. Think about ideas, facts, definitions, details, and other information and examples you want to use. Think about how you will introduce your topic and what the main topic will be for each paragraph. Develop your ideas clearly and use your own words, except when quoting directly from the source texts. Be sure to identify the sources by title or number when using details or facts directly from the sources.

Write your argumentative essay in your own words, supporting one side of the debate in which you argue EITHER that museums must return cultural treasures to their country of origin if that country requests it OR that museums do sometimes have a right to deny those requests. Be sure to use information from both texts in your argumentative essay.

Now write your argumentative essay. Be sure to:

- Introduce your claim.
- Support your claim with logical reasoning and relevant evidence from the texts.
- Acknowledge and address alternate or opposing claims.
- Organize the reasons and evidence logically.
- Use words, phrases, and clauses to connect your ideas and to clarify the relationships among claims, counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.
- Check your work for correct grammar, usage, capitalization, spelling, and punctuation



Georgia Milestones

General Test Parameters: Social Studies

Criterion-Referenced

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

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

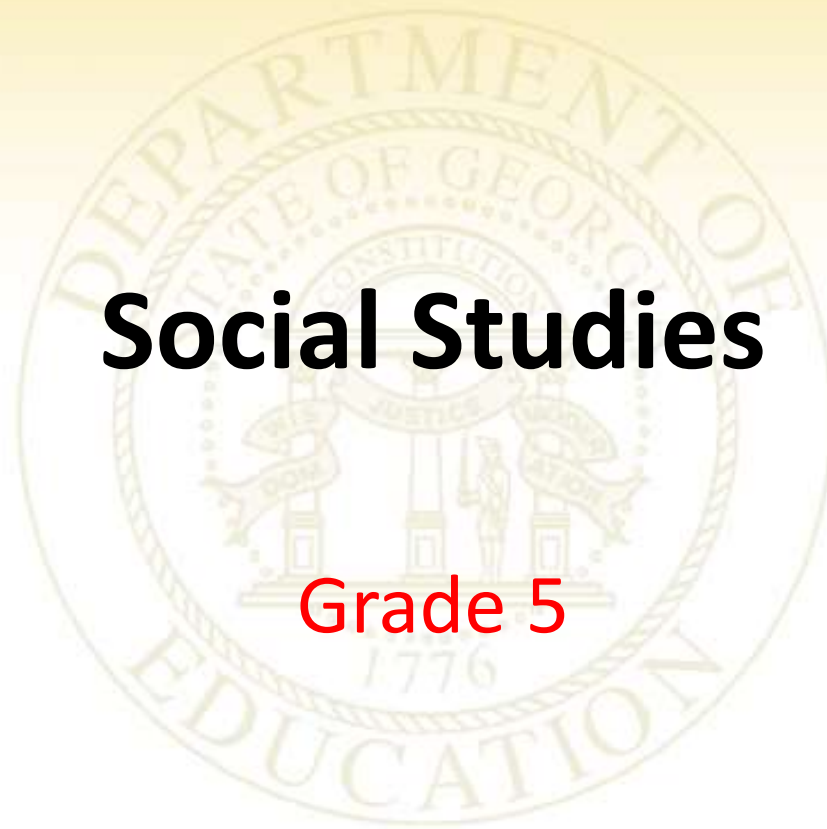
Total number of items
taken by each student: 75



2013-2014 Student Achievement by Administration Mode: Social Studies

Course	Mode	Total	Mean Scale Score	Performance Level			
				Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Meets/Exceeds Expectations
Economics	Online	68,023	440.4	18.6%	38.8%	42.6%	81.4%
	Paper/Pencil	38,621	433.7	22.9%	40.0%	37.1%	77.1%
	Total	106,644	438.0	20.2%	39.3%	40.6%	79.8%
US History	Online	58,936	438.6	24.9%	32.0%	43.0%	75.1%
	Paper/Pencil	53,332	427.3	31.7%	33.5%	34.8%	68.3%
	Total	112,268	433.2	28.2%	32.7%	39.1%	71.8%





Social Studies

Grade 5



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Extended Response Item

SS4H2b

Part A

Explain how the early European settlers in New England depended upon Native Americans for survival.

Part B

How and why did the relationship between Europeans in New England and Native Americans change over time?



Rubric

Score	Description
4	The student response thoroughly demonstrates knowledge and understanding of examples of cooperation and conflict between Europeans and Native Americans (SS4H2b) through clear explanations and careful analysis in all parts of the item.
3	The student response clearly demonstrates knowledge and understanding of the standard(s) through some explanation and partial analysis of all parts of the item.
2	The student response demonstrates some knowledge and understanding of the standard(s), but the explanations and/or analysis lack complete clarity. The student response may be incomplete or contain minor errors.
1	The student response demonstrates minimal knowledge and understanding of the standard(s). The explanations and/or analysis lack depth of understanding and may be incomplete. The student response may also be incomplete or contain major errors.
0	The student response is missing, irrelevant, or incomprehensible.



Exemplar Response

Part A

Early European settlers in New England depended upon Native Americans to help them learn about the environment and food supply. The European settlers were unfamiliar with the crops native to the region. The Native Americans helped them learn about their environment and about how to grow food.

Part B

The relationship between Europeans and Native Americans in New England changed over time. As more European settlers came, these settlers began to compete with the Native Americans for food and land. This competition led to less cooperation and more conflict.



Student Response

Score 3

The European didnt know the land well,so they needed help from the Native Americans. The European began to try to take land from the Native Americans,so they fought for their land back.

In Part A, the student response does not directly state what the Native Americans did, but it is implied that they helped familiarize the Europeans with the land.

In Part B, the student gives a specific example of how the relationship changed over time uses analysis to strengthen the explanation.



Student Response

Score 2

part A:European settlers had to grow food but they didn't know how to,so native americans showed them.

Part A of the response offers a clear explanation of cooperation and conflict between Europeans and Native Americans.

part B:The european tried to take over the native americans.

Part B of the response identifies an appropriate example, but does not provide analysis or support.

Overall, this response demonstrates some knowledge and understanding of the standard, but the analysis and explanations lack clarity.



Student Response

Score 1

Part A All of them where having trouble surviving and they needed the Natives help to live.

Part B The Europeans became unkind to them and the took people and brote dizises from Enland and gave them to the Natives and that killed most of them

In Part A of the response, the student begins by reiterating the prompt and adds an example, but it is vague and would benefit from a way the Europeans were having trouble surviving or an example of how the Native Americans helped the Europeans to live. As it is, Part A is incomplete and demonstrates a lack of understanding.

Part B is also vague and the analysis is irrelevant to the task.

