Georgia Milestones

Assessment System

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Georgia Milestones

Comprehensive

- single program, not series of tests (e.g., CRCT; EOCT; WA); formative assessment tools to complement summative

Coherent

- consistent expectations and rigor to position Georgia students to compete with peers nationally and internationally
- consistent signal about student preparedness for the next level, be it the next grade, course, or college/career
- consistent signal about student achievement both within system (across grades and courses) and with external measures (NAEP; PSAT; SAT; ACT)

Consolidated

- combine reading, language arts, and writing into a single measure to align to the standards

Coherency – Consistency

Achievement of Georgia Students in Mathematics

2013

- NAEP – Grade 4: 39% at/above proficient
- CRCT – Grade 4: 84% met/exceeded

Achievement of Georgia Students in Reading

2013

- NAEP – Grade 4: 34% at/above proficient
- CRCT – Grade 4: 93% met/exceeded

Achievement of Georgia Students in Science

2011 (NAEP) / 2013 (CRCT)

- NAEP – Grade 8: 30% at/above proficient
- CRCT – Grade 8: 74% met/exceeded (67% in 2011)

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, U.S. History, and Economics

Georgia Milestones

Features include:

- inclusion of constructed-response items in ELA and mathematics, in addition to selected-response items;
- inclusion of a writing component (in response to text) at every grade level and course within the ELA assessment;
- inclusion of norm-referenced items in every grade and content area to complement the criterion-referenced information and to provide a national comparison; and
- transition to online administration over time, with online administration considered the primary mode of administration and paper-pencil back-up until transition is completed.

Addition of technology-enhanced items beginning in 2016-2017.

Georgia Milestones

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

- 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

Transition to Online

- Year 1: minimum of 30% online
- Year 3: minimum of 80% online
- Year 5: minimum of 100% online

Paper/pencil versions will be available for the small number of students who cannot interact with computer due to their disability. Braille forms will be available.

A demo of CTB's online platform can be accessed at this link – http://learnoas.ctb.com/GA/

- Click on any one of the demonstration tests
- Click on "Login", no credentials are required
- Click on "Start the test"

Note – the demonstration tests contain generic items from multiple grade levels and are not designed to be reflective of Georgia Milestones content.

Online Tools Available for All Students

Blocking Tool
Highlighter
Eraser
Magnifying Glass
Mark for Review
Online Calculator – if allowable
Option Eliminator
Scratch Pad

These tools are available to all students who test online and are therefore **NOT** considered accommodations.

2013-2014 CRCT Retest Results by Administration Mode: Math

Grade	Mode	N	Math Mean Scale Score	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Meets/Exceeds Expectations
5	Online	4,893	800.2	44.5%	53.4%	2.1%	**55.5%**
	Paper/Pencil	9,676	793.8	56.2%	42.7%	1.0%	**43.8%**
	Total	14,569	795.9	52.3%	46.3%	1.4%	47.7%
8	Online	7,242	796.1	57.4%	42.3%	0.3%	**42.6%**
	Paper/Pencil	14,535	790.0	70.4%	29.6%	0.1%	**29.6%**
	Total	21,777	792.0	66.1%	33.8%	0.2%	33.9%

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

Administration Times

Content Area/Course	Test Section(s)	Minimum Time Per Section(s)	Maximum Time Per Section(s)
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.

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

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

General Test Parameters: Mathematics

Criterion-Referenced

Total Number of Items: 53 / Total Number of Points: 58

Breakdown by Item Type:

–50 Selected Response (worth 1 point each; 10 of which are aligned NRT)

–2 Constructed Response (worth 2 points each)

–1 Constructed Response (worth 4 points)

Norm-Referenced

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

Embedded Field Test

–Total field test items: 10

Total number of items taken by each student: 73

Georgia Milestones Calculator Policy

Content Area	Grade Level/Course	Type of Calculator
Mathematics	Grades 3 – 5 EOG	Not Allowed
	Grade 6 EOG	Basic[1]
	Grades 7 – 8 EOG	Scientific[2] or Basic[1]
	Coordinate Algebra EOC	Graphing[3] or Scientific[2]
	Analytic Geometry EOC	Graphing[3] or Scientific[2]
Science	Physical Science EOC	Scientific[2] or Basic[1]
Social Studies	Economics EOC	Scientific[2] or Basic[1]

[1]Basic four-function calculator with square root and percentage functions.
[2]Scientific calculator with functionalities consistent with TI-30XS MV or similar models.
[3]Graphing calculator with functionalities consistent with TI-84 Plus SE or similar models.

Calculators are not permitted on certain designated sections of each mathematics test.

Scratch Paper

End of Grade

Blank scratch paper (including notebook paper) should be provided to students taking the following EOGs *regardless of administration mode*:

- ELA: Section 3 only
- Mathematics

End of Course

Blank scratch paper (including notebook paper) should be provided to students taking the following EOCs *regardless of administration mode*:

- Ninth Grade Literature: Section 3 only
- American Literature: Section 3 only
- Coordinate Algebra*
- Analytic Geometry*
- Physical Science
- Economics

* ¼" graphing paper may be provided only in the indicated courses.

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

Georgia Milestones

General Test Parameters: Science

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

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

Examining Georgia Milestones Item Types

Example – Grade 3 Mathematics – Fractions

Multiple Choice

Which fraction is largest?

A $\frac{1}{4}$

$\frac{1}{2}$

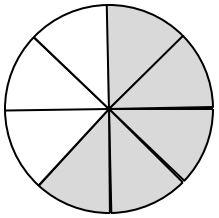
C $\frac{1}{6}$

D $\frac{1}{3}$

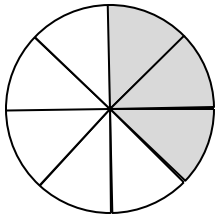
Constructed Response

George and Ana each had a 12-inch pizza. Both pizzas were split into 8 equal pieces. The shaded pieces are the portion of their pizzas that George and Ana ate.

George



Ana



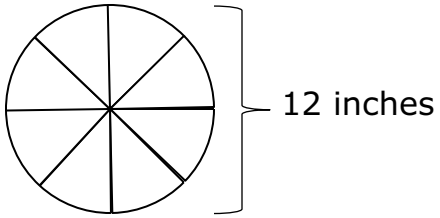
Express in fractions how much pizza George and Ana ate. Use the symbol <, =, or > to show who ate more pizza.

George		Ana
$\frac{5}{8}$	$>$	$\frac{3}{8}$

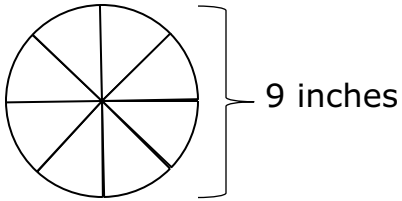
Constructed Response

George has a 12-inch pizza. Ana has a 9-inch pizza. George and Ana both ate $\frac{1}{2}$ of their pizza. George says he ate more than Ana. Is George right? Explain why or why not.

George

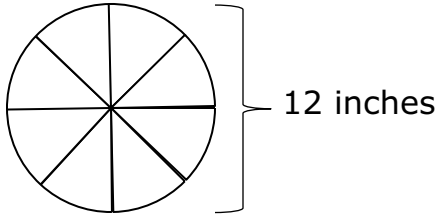


Ana

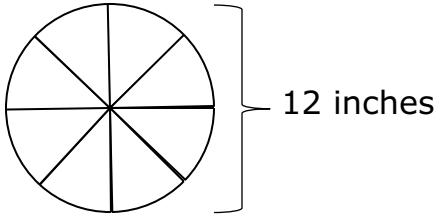


George is right. His pizza was bigger so $\frac{1}{2}$ of a bigger pizza is more than $\frac{1}{2}$ of a smaller pizza.

George



Carlos



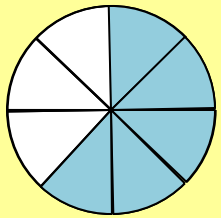
Carlos has a 12-inch pizza. He ate $\frac{1}{4}$ of his pizza. Did George or Carlos eat more pizza? Explain your answer.

George ate more pizza. Their pizzas are the same size. $\frac{1}{2}$ of the pizza is more than $\frac{1}{4}$ of the pizza.

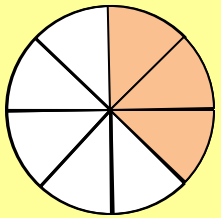
Technology Enhanced

George and Ana each had a 12-inch pizza. George ate $\frac{5}{8}$ of his pizza. Ana ate $\frac{3}{8}$ of her pizza. Shade in the amount of pizza George and Ana ate.

George



Ana



Use the symbol >, =, or < to show who ate more pizza.

George		Ana
$\frac{5}{8}$	>	$\frac{3}{8}$

Mathematics

Grade 5

Extended Response Item

5.G.3

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

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

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

Part C
Explain whether or not a right triangle can be either 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.

Rubric

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

Exemplar Response

Part A

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

Part B

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

Part C

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

Part D

15 cm and 18 cm

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

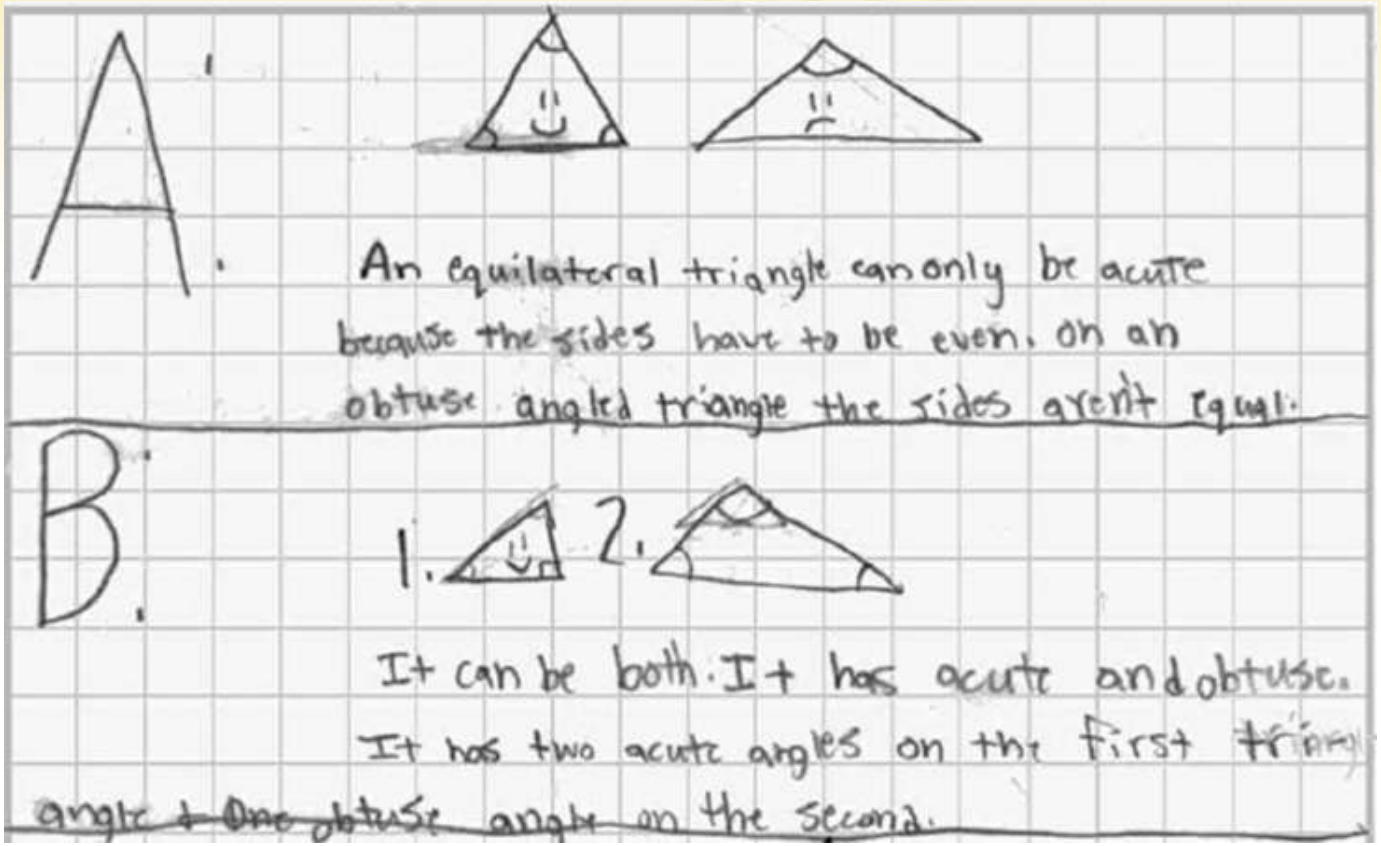
Or

4+4+7=15

7+7+4=18

Student Response

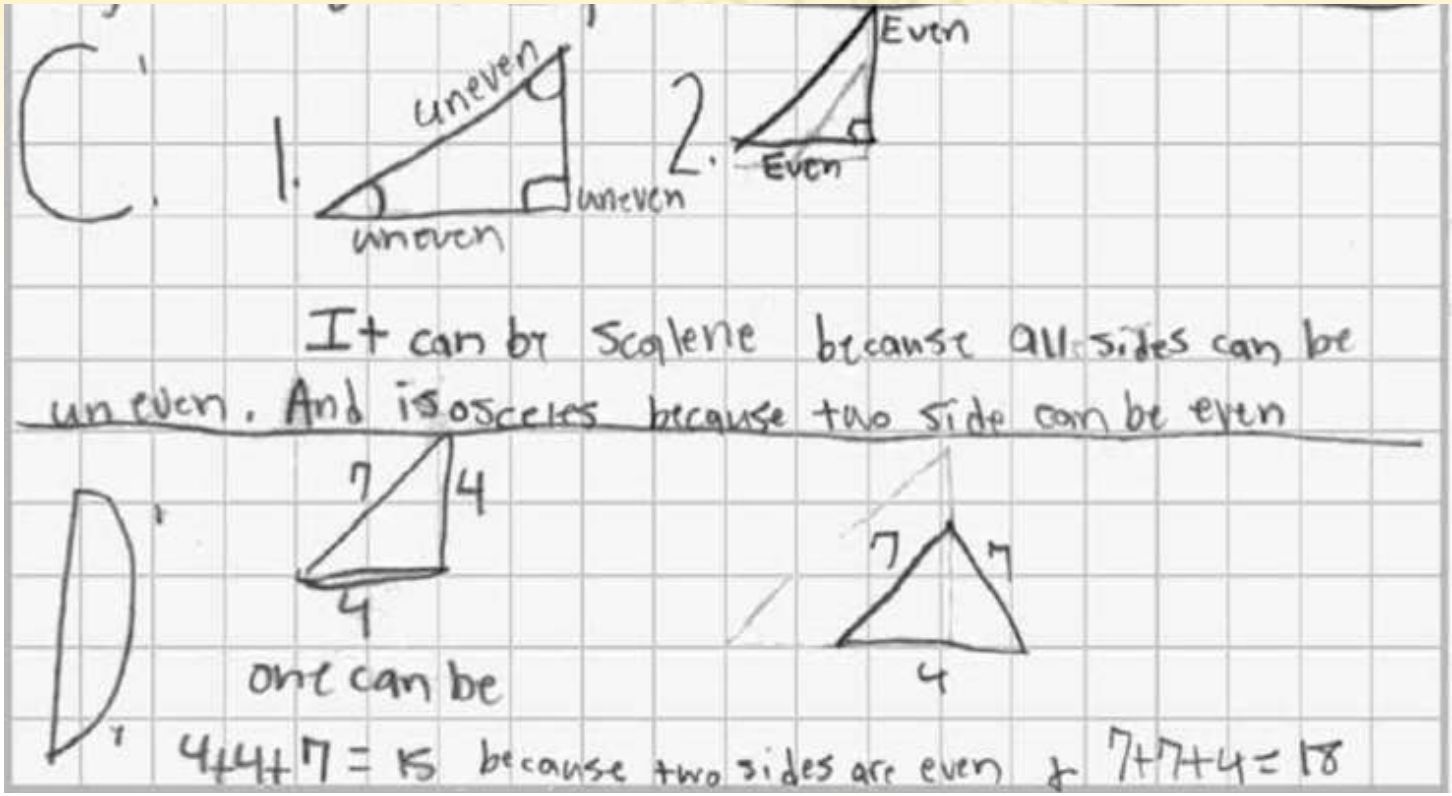
Score 3



Parts A and B are both correct, but the explanations are weak. The student needs to include a discussion of the angles.

Student Response

Score 3

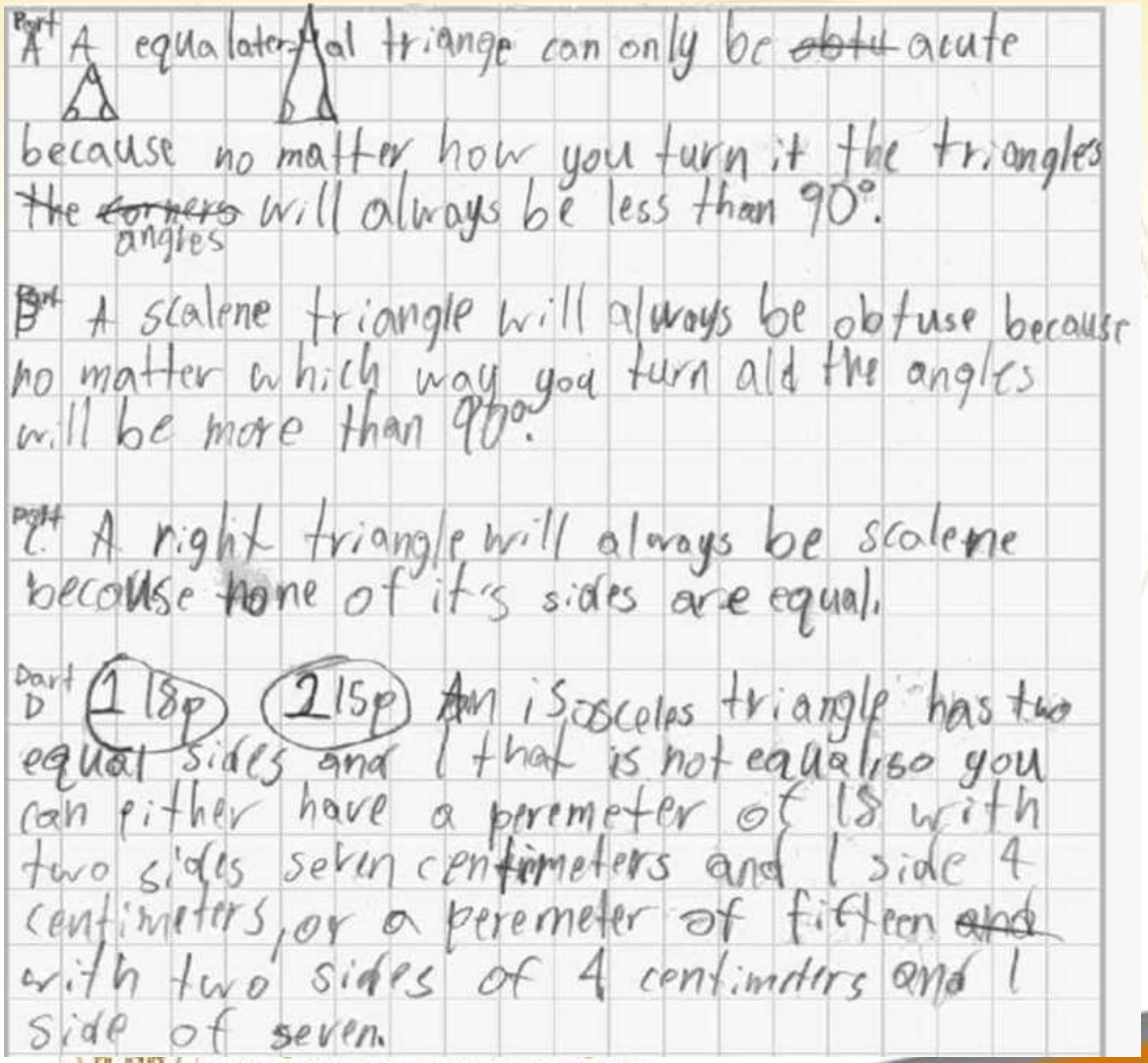


Part C is also correct, but again the explanation is weak. The student needs to include a discussion of the angles.

Part D is correct with explanation.

Student Response

Score 2



Part A is correct, with a partially correct explanation.

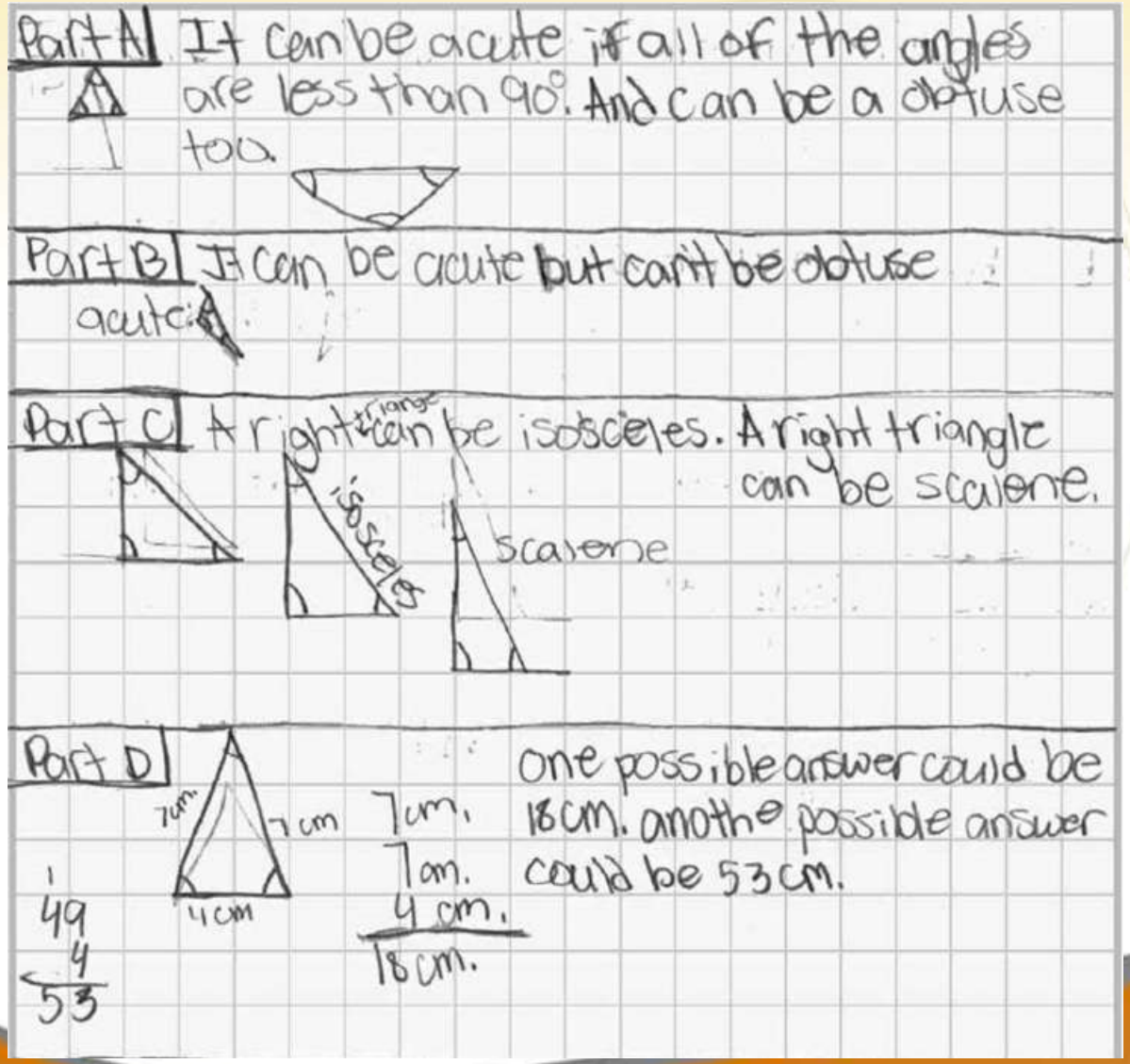
Part B is incorrect. A scalene triangle can also be acute.

Part C is incorrect. A right triangle can also be isosceles.

Part D is correct, with explanation.

Student Response

Score 1



Part A is incorrect. An equilateral triangle cannot be obtuse.

Part B is incorrect. A scalene triangle can be either acute or obtuse.

Part C is correct, but without explanation.

Part D is partially correct (18 cm is correct, but 53 cm is not).

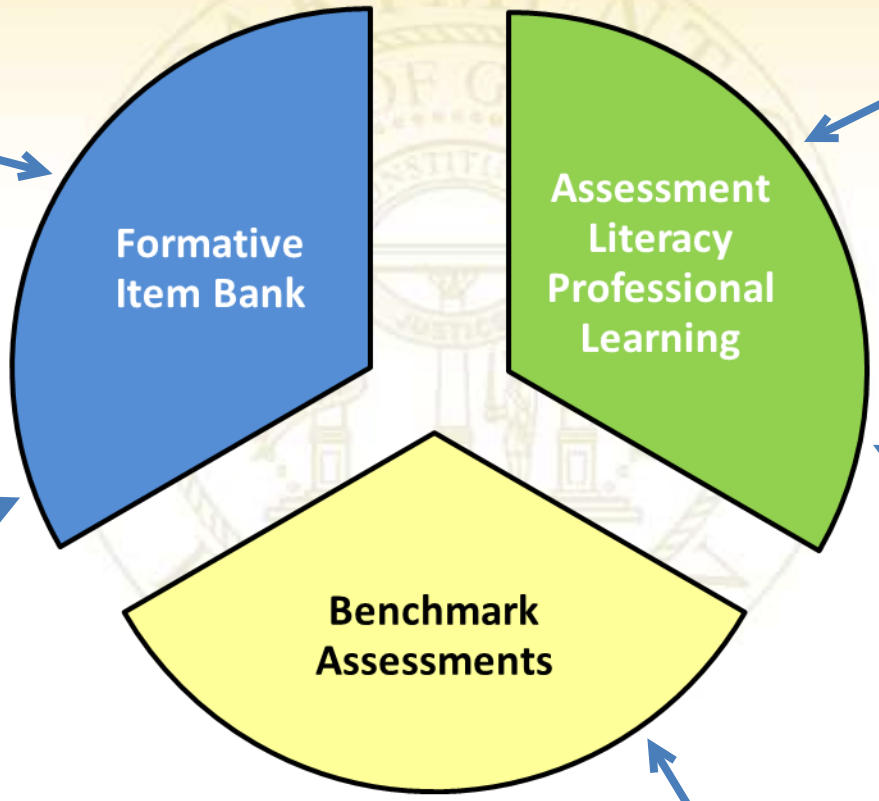
Formative Assessment Initiatives

Bringing a Balanced Assessment Focus to the Classroom

1600 new items loaded

1140 science and social studies items will be loaded in fall 2014

Coming soon: items for grades 1 & 2 and additional writing prompts



Formative Instructional Practices (FIP) [7 foundational modules launched in summer 2013]

Additional 12 modules that expand upon the foundation

24 Benchmarks developed

Overall ELA Pilot Summary Data

Grade	Number of students and percent falling into each score point					Total student N/%
	Incorrect or Irrelevant	Minimally Demonstrated	Basically Demonstrated	Clearly Demonstrated	Thoroughly Demonstrated	
	0	1	2	3	4	
3	1208	2713	1471	374	71	5837
	20.7%	46.5%	25.2%	6.4%	1.2%	100.0%
4	1223	2593	1575	367	146	5904
	20.7%	43.9%	26.7%	6.2%	2.5%	100.0%
5	1148	2038	2192	1054	308	6740
	17.0%	30.2%	32.5%	15.6%	4.6%	100.0%
6	781	2427	1839	826	197	6070
	12.9%	40.0%	30.3%	13.6%	3.2%	100.0%
7	913	2389	2310	1132	286	7030
	13.0%	34.0%	32.9%	16.1%	4.1%	100.0%
8	1322	2673	1856	729	169	6749
	19.6%	39.6%	27.5%	10.8%	2.5%	100.0%
HS (9th Lit)	1362	2732	1332	463	90	5979
	22.8%	45.7%	22.3%	7.7%	1.5%	100.0%
HS (Am Lit)	1115	2407	1938	584	177	6221
	17.9%	38.7%	31.2%	9.4%	2.8%	100.0%

Overall Math Pilot Summary Data

Grade	Number of students and percent falling into each score point					Total student N/%
	Incorrect or Irrelevant	Minimally Demonstrated	Basically Demonstrated	Clearly Demonstrated	Thoroughly Demonstrated	
	0	1	2	3	4	
3	2085	1756	894	199	83	5017
	41.6%	35.0%	17.8%	4.0%	1.7%	100.0%
4	2118	2064	685	170	83	5120
	41.4%	40.3%	13.4%	3.3%	1.6%	100.0%
5	1880	1548	642	188	59	4317
	43.5%	35.9%	14.9%	4.4%	1.4%	100.0%
6	2506	1938	639	200	67	5350
	46.8%	36.2%	11.9%	3.7%	1.3%	100.0%
7	2454	1473	453	132	46	4558
	53.8%	32.3%	9.9%	2.9%	1.0%	100.0%
8	2513	1840	933	317	139	5742
	43.8%	32.0%	16.2%	5.5%	2.4%	100.0%
HS	3977	2696	656	165	58	7552
	52.7%	35.7%	8.7%	2.2%	0.8%	100.0%

Key Findings From Pilots of Formative Open-Ended Items

- Overall performance shortfalls
  - Students were not familiar with these types of items
    - Many responded ‘dnk’ – as in ‘do not know’
  - Students did not show their work, detail their thoughts, rationales, cite evidence to support their answer or claim
    - Tendency was to cite answer only – as if a multiple-choice item
  - Students did not read carefully and answer all parts of the question/item

Transition to Georgia Milestones: Resources Available NOW

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

NOTE: The content weights communicate the REPORTING CATEGORIES and the number of associated points. **These are not instructional documents** and should not be used to inform instructional time. To do so could place students at a significant disadvantage as the knowledge and skills are not discrete and not bounded by a single domain.

Georgia Milestones Web Site

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

Georgia Milestones

Georgia Milestones represents a significant change and importantly – *an opportunity* – for our state.

This opportunity allows us to *recalibrate*, as a state, and *refocus* on **teaching and learning** as a primary emphasis with assessment and accountability serving a *supporting* role.