

Welcome

**Georgia Milestones Assessment
at Pates Creek Elementary School
Curriculum Night
March 5, 2015**

**Presented By:
4th Grade Teachers**



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Henry County End of Grade Assessment Dates for 14/15

April
14th - 28th



- ▶ **Subjects Assessed:**
 - ▶ Language Arts
 - ▶ Mathematics
 - ▶ Science
 - ▶ Social Studies

General Test Parameters

- ELA will consists 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

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 Question Types

- **Selected-Response [aka, multiple-choice]**
 - all content areas
 - evidence-based selected response in ELA
- **Constructed-Response**
 - ELA and mathematics
- **Extended-Response**
 - ELA and mathematics
- **Technology Enhanced**
 - to begin in 2016-2017

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. Writing prompts and performance tasks are examples of extended-response items.

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

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

- All students will encounter a constructed-response item allowing for **narrative** writing, 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 main features of each passage and comparing/contrasting between the two passages
 - 1 constructed-response item requiring linking the two passages
 - 1 writing prompt in which students must cite evidence to support their conclusions, claims, etc.

Genres

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

Sample 4th grade Language Arts Constructed Response Question

How the Camel Got His Hump From Just So Stories

by Rudyard Kipling

In the beginning of years, when the world was so new and all, and the Animals were just beginning to work for Man, there was a Camel, and he lived in the middle of a Howling Desert because he did not want to work; and besides, he was a Howler himself. So he ate sticks and thorns and tamarisks and milkweed and prickles, most 'scruciating idle **1** and when anybody spoke to him he said 'Humph!' Just 'Humph!' and no more.

Presently the Horse came to him on Monday morning, with a saddle on his back and a bit in his mouth, and said, 'Camel, O Camel, come out and trot like the rest of us.'

'Humph!' said the Camel; and the Horse went away and told the Man.

Presently the Dog came to him, with a stick in his mouth, and said, 'Camel, O Camel, come and fetch and carry like the rest of us.'

'Humph!' said the Camel; and the Dog went away and told the Man.

Presently the Ox came to him, with the yoke on his neck and said, 'Camel, O Camel, come and plough like the rest of us.'

'Humph!' said the Camel; and the Ox went away and told the Man.

At the end of the day the Man called the Horse and the Dog and the Ox together, and said, 'Three, O Three, I'm very sorry for you (with the world so new-and-all); but that Humph-thing in the Desert can't work, or he would have been here by now, so I am going to leave him alone, and you must work double-time to make up for it.'

That made the Three very angry (with the world so new-and-all).

Presently there came along the Djinn **2** in charge of All Deserts, rolling in a cloud of dust (Djinns always travel that way because it is Magic), and he stopped to palaver and pow-pow with the Three.

'Djinn of All Deserts,' said the Horse, 'is it right for any one to be idle, with the world so new-and-all?'

'Certainly not,' said the Djinn.

'Well,' said the Horse, 'there's a thing in the middle of your Howling Desert (and he's a Howler himself) with a long neck and long legs, and he hasn't done a stroke of work since Monday morning. He won't trot.'

'Whew!' said the Djinn, whistling, 'that's my Camel, for all the gold in Arabia! What does he say about it?'

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Sample 4th grade Language Arts Constructed Response Question

He says "Humph!" said the Dog; 'and he won't fetch and carry.'

'Does he say anything else?'

'Only "Humph!"; and he won't plough,' said the Ox.

'Very good,' said the Djinn. 'I'll humph him if you will kindly wait a minute.'

The Djinn rolled himself up in his dust-cloak, and took a bearing across the desert, and found the Camel most 'scruciatingly idle, looking at his own reflection in a pool of water.

'My long and bubbling friend,' said the Djinn, 'what's this I hear of your doing no work, with the world so new-and-all?'

'Humph!' said the Camel.

The Djinn sat down, with his chin in his hand, and began to think a Great Magic, while the Camel looked at his own reflection in the pool of water.

'You've given the Three extra work ever since Monday morning, all on account of your 'scruciating idleness,' said the Djinn; and he went on thinking Magics, with his chin in his hand.

'Humph!' said the Camel.

'I shouldn't say that again if I were you,' said the Djinn; 'you might say it once too often. Bubbles, I want you to work.'

And the Camel said 'Humph!' again; but no sooner had he said it than he saw his back, that he was so proud of, puffing up and puffing up into a great big lolloping humph.

'Do you see that?' said the Djinn. 'That's your very own humph that you've brought upon your very own self by not working. To-day is Thursday, and you've done no work since Monday, when the work began. Now you are going to work.'

'How can I,' said the Camel, 'with this humph on my back?'

'That's made a-purpose,' said the Djinn, 'all because you missed those three days. You will be able to work now for three days without eating, because you can live on your humph; and don't you ever say I never did anything for you. Come out of the Desert and go to the Three, and behave. Humph yourself!'

And the Camel humphed himself, humph and all, and went away to join the Three. And from that day to this the Camel always wears a humph (we call it 'hump' now, not to hurt his feelings); but he has never yet caught up with the three days that he missed at the beginning of the world, and he has never yet learned how to behave.

Sample 4th grade Language Arts Constructed Response Question

STANDARD: 4.RL.1 This task has more than one (1) part. Read each part carefully and respond.

Part A

The camel repeats “Humph!” throughout the story. What does the reader learn about the camel from this? Write a short paragraph that includes details from the story to support your response.

Part B

Explain why the author chose “Humph” as the word repeated by the camel. Write a short paragraph using details from the story to support your explanation.

Be sure to complete ALL parts of the task. Answer with complete sentences, and use correct punctuation and grammar.

Sample 4th grade Language Arts Extended Response Question

After reading a passage about a little girl and her grandmother, students would answer the following questions:

The narrator's relationship with her grandmother develops during her visit. How does their relationship develop? How do they communicate even though they do not speak the same language? Use details from the story to support your response.

In your response, be sure to

- explain how their relationship develops
- explain how they communicate
- use details from the story to support your response

Sample 4th grade Language Arts Selected-Response Questions (Multiple Choice)

1. In the sentence “Then around the bend swam two large creatures with arms longer than a man is tall, reaching out and pushing through the water,” what is the author trying to show?

- a. that Lopa and Daka were afraid of the creatures
- b. that Lopa and Daka had not seen boats like these before
- c. that Lopa and Daka were being chased by these strangers
- d. that Lopa and Daka wished they had a large canoe

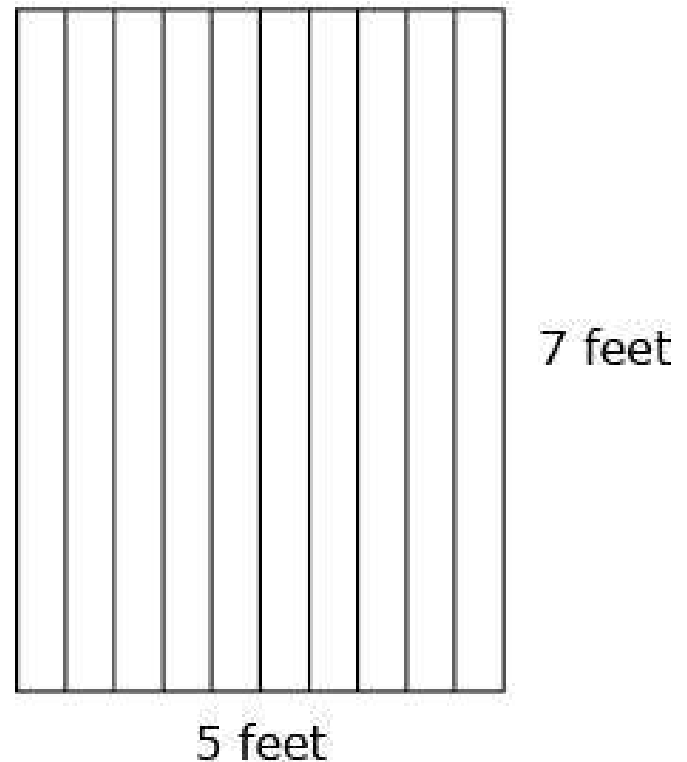
2. What is true of both types of hawks?

- a. They have beautiful plumage.
- b. The females are larger than the males.
- c. They have the same color head.
- d. They are both always ready to fight.

Sample 4th grade Math Extended Response Question

Mr. Hanks is building a tree house and a playhouse. Each floor is in the shape of a rectangle. The tree house floor is made of 10 boards that are all the same size as shown.

Tree House Floor



Sample 4th grade Math Extended Response Question

Part A Each board has a length of 7 feet and a width of 6 inches. How many inches wide is the floor? Show your work or explain how you got your answer.

Part B The playhouse floor is wider than the tree house floor. It is made with 30 of the same type of boards used in the tree house floor. How many inches wider is the playhouse floor than the tree house floor? Show your work.

Part C What is the area, in square feet, of the tree house floor? Show your work or explain how you got your answer.

Part D Mr. Hanks is going to paint the floor of the tree house and the playhouse. What is the total area that Mr. Hanks will need to paint? Label your answer and show your work.

Content Weights

	Percent of Test
Reading and Vocabulary	53%
Writing & Language	47%
Operations & Algebraic Thinking	20%
Numbers & Operations in Base 10	20%
Numbers & Operations – Fractions	30%
Measurement & Data	20%
Geometry	10%

	Percent of Test
Earth Science	40%
Life Science	30%
Physical Science	30%
History	50%
Geography	15%
Government/Civics	20%
Economics	15%

Table 1 summarizes the threshold (minimum) scale scores recommended by the committees of Georgia educators. Students are categorized as *Needs Additional Support* in a content area if their scale score on the 2013 CRCT is less than the *On Track* threshold. Students are categorized as *On Track* if their scale score is equal to or greater than the *On Track* threshold but less than the *Commendable* threshold. Finally, students are categorized as *Commendable* if their scale score is equal to or greater than the *Commendable* threshold.

Table 1. Readiness Level Threshold Scores

Content Area	Grade	Threshold Scale Scores	
		<i>On Track</i>	<i>Commendable</i>
Reading	3	828	877
	4	830	875
	5	825	864
	6	828	870
	7	821	854
	8	827	860
English Language Arts	3	826	874
	4	825	870
	5	826	866
	6	819	860
	7	827	874
	8	824	865
Mathematics	3	814	927
	4	812	895
	5	813	895
	6	807	878
	7	820	903
	8	808	884

What is PCE doing to prepare your child?

- ▶ Evidence-based writing focus (across content areas)
- ▶ Using curriculum and planning resources provided by the GA Department of Education
- ▶ Using sample items in instruction and on assessments
- ▶ Participating in Benchmark Assessments each 9 weeks modeled after the Georgia Milestones sample assessment items

What can I do to help my child?

- ▶ Have him/her write, write, and write some more!
- ▶ Read, read, and read some more!
- ▶ Always ask “why” and expect complete sentence answers.
- ▶ Always prompt him/her to explain his/her thinking with pictures, words, and numbers.
- ▶ Keep in contact with your child's teacher.



Questions???