



**November 17, 2015 – MS/HS**  
**December 3, 2015 – ES**

# Marking New Learning Milestones within Henry County Schools



# Agenda



- Purpose
- Career, Technical, and Agricultural Education (CTAE) End of Pathway Assessments & Industry Certifications
- Georgia Milestones Assessment System
- Question and Answer Session



# Georgia Milestones:



- **Comprehensive Summative Assessment Program**
- **Grades 3 – High School**
- **Measures how well students have learned the knowledge and skills outlined in the state-adopted content standards (language arts, mathematics, science, and social studies).**



# Assessments



## ■ Grades 3 – 8

***End of Grade (EOG)*** in Language Arts, Mathematics, Science, and Social Studies

## ■ High School

***End of Course (EOC)*** in 9<sup>th</sup> Grade Literature & Composition, American Literature & Composition, Coordinate Algebra, Analytic Geometry, Physical Science, Biology, US History, and Economics



# Georgia Milestones Video

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

# + Our New Georgia Milestones!

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
<b>Science</b>	<b>1 and 2</b>	<b>50</b>	<b>70</b>
<b>Social Studies</b>	<b>1 and 2</b>	<b>50</b>	<b>70</b>

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

## Item Types

- **Selected-Response** [aka, multiple-choices]
  - all content areas
  - evidence-based selected response in ELA
- **Constructed-Response**
  - ELA and mathematics
- **Extended-Response**
  - ELA and mathematics

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 or performance tasks are examples of extended-response items.




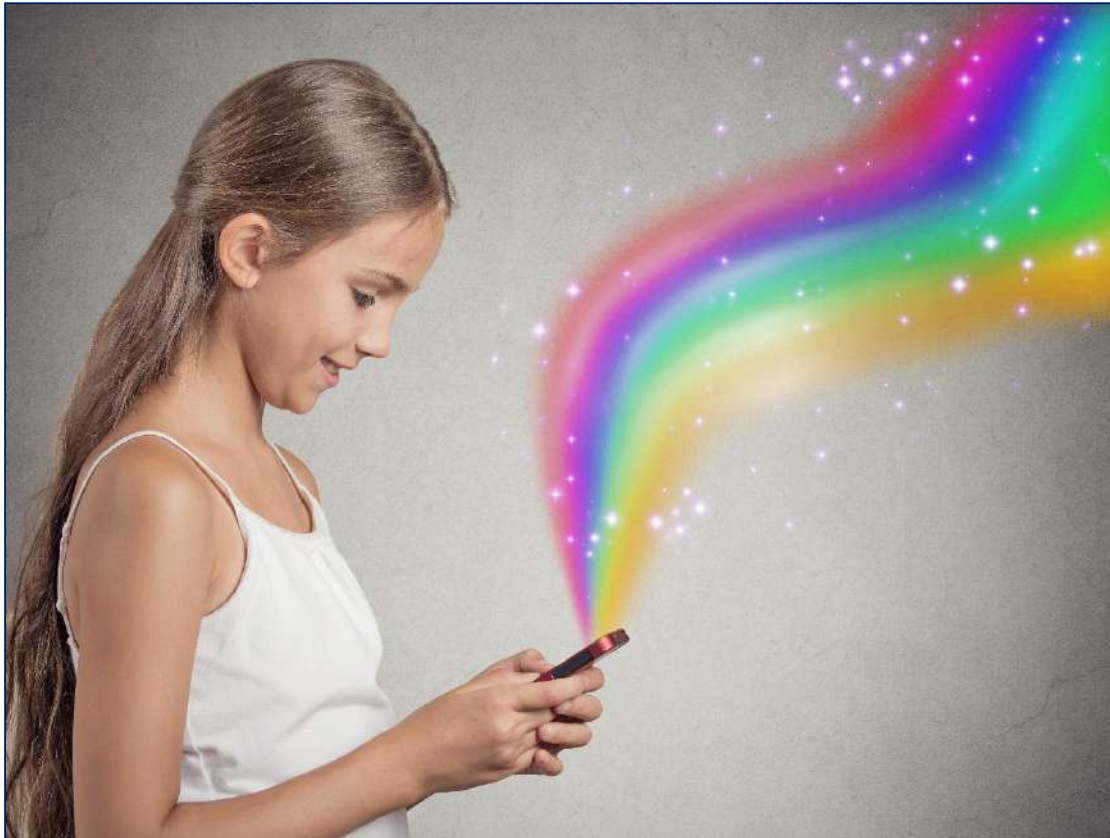


# English Language Arts






# Let's Put Pen to Paper!



**Georgia**  
**Milestones**  
Assessment System


**Study/Resource Guide**  
**for Students and Parents**  
**Ninth Grade Literature**  
**and Composition**



The Study/Resource Guides are intended to serve as a resource for parents and students. They contain practice questions and learning activities for the course. The standards identified in the Study/Resource Guides address a sampling of the state-mandated content standards.

For the purposes of day-to-day classroom instruction, teachers should consult the wide array of resources that can be found at [www.georgiastandards.org](http://www.georgiastandards.org).

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**Study/Resource Guide**



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## Announcements



**Superintendent's  
Welcome  
Message**

**For Public Review and  
Comment**

**Information  
regarding Measles and  
Ebola**

**IMPORTANT Homeschool  
Reporting Update**

**HCS Promotional Video**

## Headlines



**Informa  
Move On  
program**  
Frequently  
state for mi



**BOE July**  
Tuesday, J



**Henry County Board of  
Education to Host Millage  
Rate Hearings**  
Meetings open to public

## LEARNING AND LEADERSHIP SERVICES

Assessment and Testing

Curriculum & Instruction

Personalized Learning

Professional Learning

Student Support/Special  
Education

Title I

High School Advisement  
Guide

Five Star G.O.L.D. Academy

## Site Shortcuts

- 2015-16 School Calendar
- \*\*Approved Calendars for 15/16 & 16/17 School Years
- Accreditation
- Afterschool Program
- Budget Update
- Communities in Schools
- Employment Opportunities
- Enrolling in School
- Enrollment Zones (\*\*UPDATED 2014-15 High School Zones)
- FAST FACTS - HCS Information
- High School Advisement Guide
- Invitation to Bid
- Kindergarten Registration



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## Curriculum & Instruction

### [Curriculum & Instruction](#)

- Career, Technical, and Agricultural Education
- Competency Based Learning 101 Slide Presentation
- ESOL
- Fine Arts
- Gifted and Talented Education
- Instructional Technology
- [Language Arts](#)
- Library Media Services
- Mathematics
- PE/Health
- Science
- Social Studies

[Henry County Schools](#) ▶ [Learning & Leadership](#) ▶ [Curriculum & Instruction](#)



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**Director**





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## Language Arts

- Overview
- HCS Common Core Resources
  - Common Core Resources for Elementary Teachers
  - Common Core Resources for Middle School Teachers
  - Common Core Resources for High School Teachers
- District English Leadership
- ELA Resources for Parents and Students
  - [ELA Virtual Tutor](#)
  - Elementary Reading List
  - HCS Literacy Days
  - Henry County Spelling Bee
  - Lexile: Parent Information
  - Young Georgia Authors' Competition Winners

Henry County Schools ▶ Learning & Leadership ▶ Language Arts

### Kindergarten ELA Virtual Tutoring

[ELA Virtual Tutoring Kindergarten.docx](#), 64.26 KB (Last Modified on July 21, 2014)

### Grade 1 ELA Virtual Tutoring

[ELA Virtual Tutoring Grade 1.docx](#), 62.60 KB (Last Modified on July 21, 2014)

### Grade 2 ELA Virtual Tutoring

[ELA Virtual Tutoring Grade 2.docx](#), 59.65 KB (Last Modified on July 21, 2014)

### Grade 3 ELA Virtual Tutoring

[ELA Virtual Tutoring Grade 3.docx](#), 60.37 KB (Last Modified on July 21, 2014)

### Grade 4 ELA Virtual Tutoring

[ELA Virtual Tutoring Grade 4.docx](#), 59.64 KB (Last Modified on July 21, 2014)

### Grade 5 ELA Virtual Tutoring

[ELA Virtual Tutoring Grade 5.docx](#), 65.78 KB (Last Modified on July 21, 2014)

### Grade 6 ELA Virtual Tutoring

# + Milestones Science





# Georgia Milestones: Science

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- Grades 3 – 8
  - End of Grade (EOG)
  
- High School
  - End of Course (EOC)
    - Biology
    - Physical Science



# Georgia Milestones: Science General Test Parameters

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The tests consist of 2 sections of selected response  
(multiple choice) questions  
(75 total).

**NO CONSTRUCTED RESPONSE OR EXTENDED RESPONSE  
QUESTIONS**



# Georgia Milestones: Science Unique Features

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**Blended: Criterion-Referenced and Norm-Referenced**

Georgia Milestones 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 (not included in student's proficiency designation)



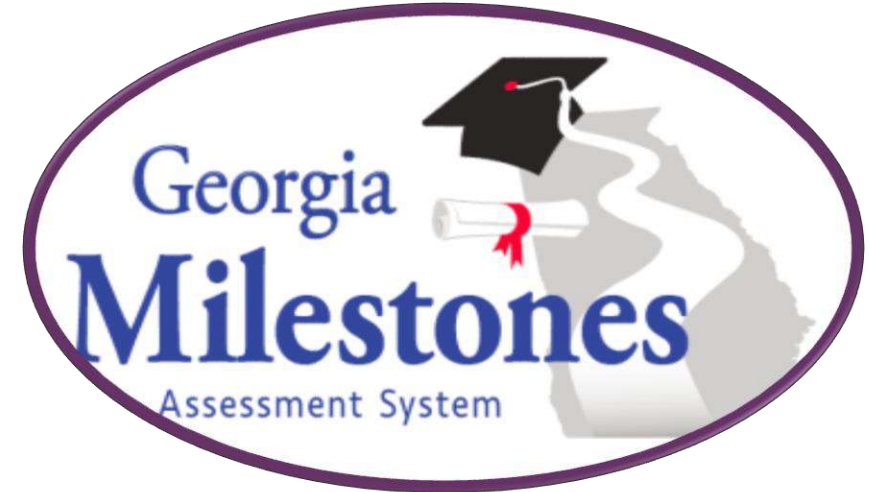
# + Georgia Milestones: Science



How do the science assessment questions compare?

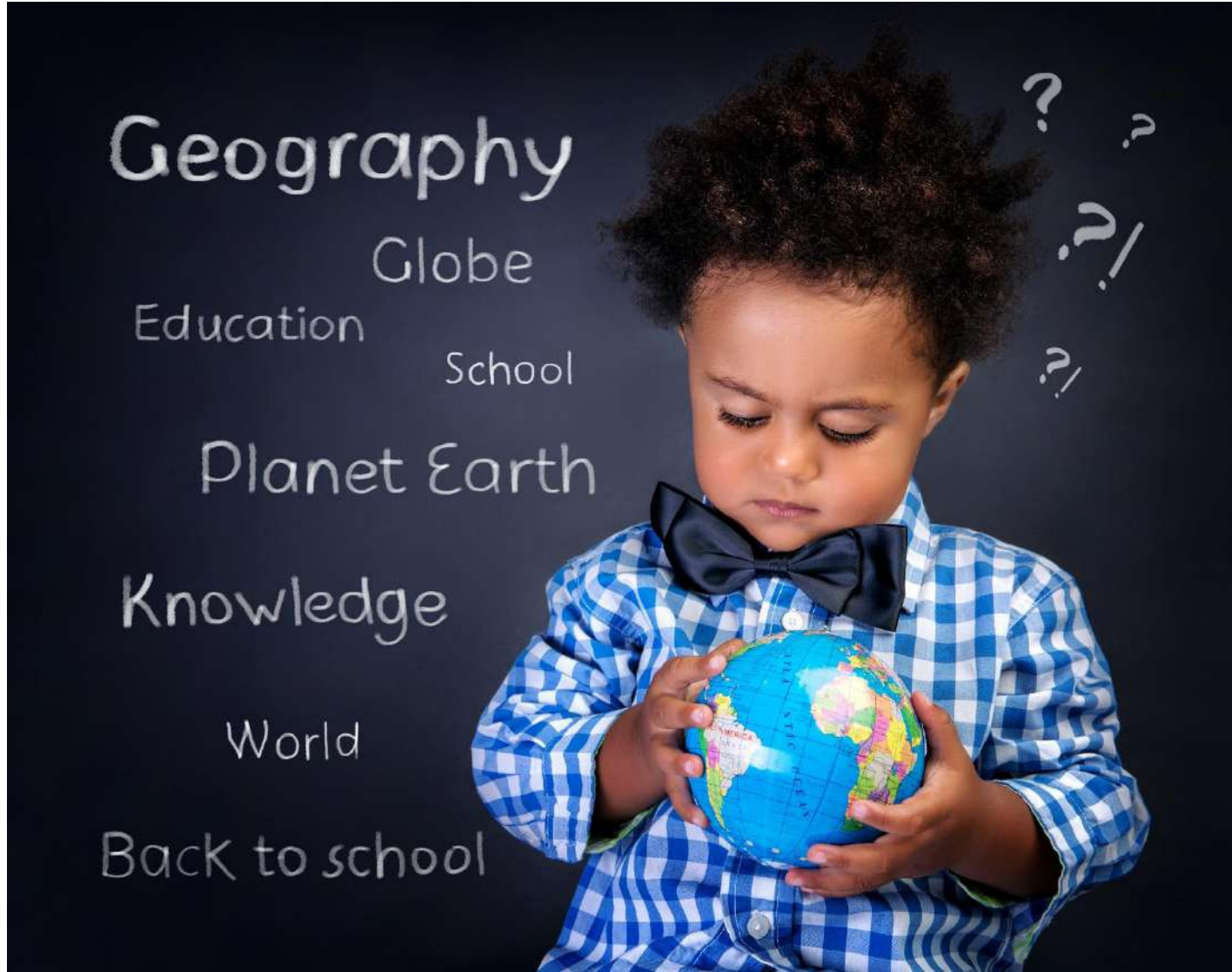


**VS**



**SAMIE**

# + Milestones Social Studies





# Georgia Milestones: Social Studies



- **Comprehensive Summative Assessment Program**
- **Grades 3 – High School**
- **Measures how well students have learned the knowledge and skills outlined in the state-adopted content standards for social studies.**



# Assessments



- **Grades 3 – 8**

End of Grade **Social Studies**

- **High School**

End of Course (EOC) in **US History** and **Economics**



# Item Types



- **Selected Response** (Multiple-Choice)
  - All Content Areas
  - Evidence-Based Selected Response in ELA
- **Constructed-Response**
  - ELA and Mathematics
- **Extended-Response**
  - ELA and Mathematics





# CONSTRUCTED RESPONSE

for Social Studies



# Social Studies



**Will require understanding of the past and its influence on the present and future – including the interconnectedness of:**



- History**
- Culture**
- Geography**
- Economics**
- Government/Civics**





# General Test Parameters



## Criterion-Referenced

### 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**







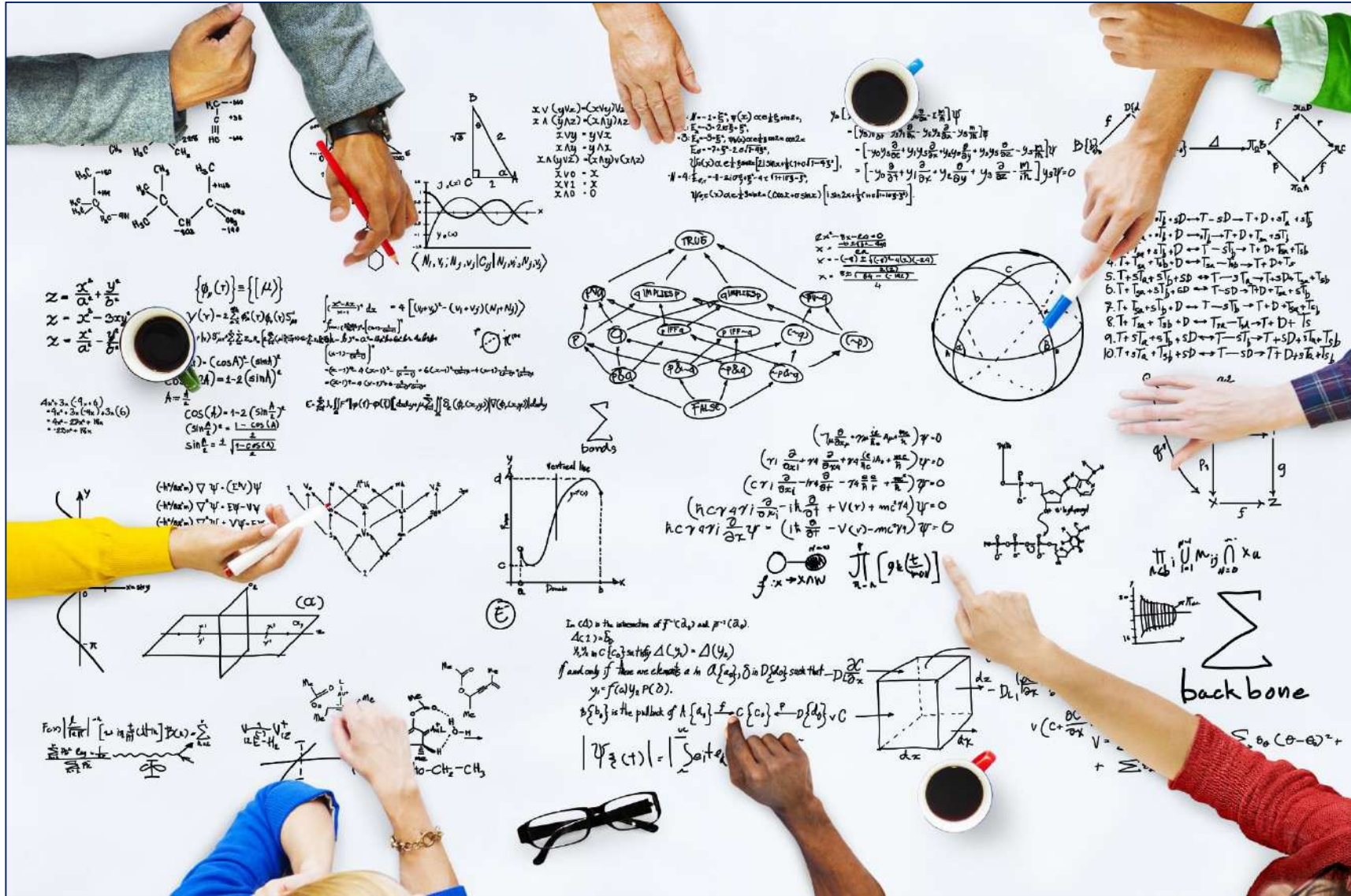
# Resources



- **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 EOG & EOC Assessment Guides**
- **Experience Online Testing Georgia website**
- **Georgia Milestones Technology Specifications**
- **Georgia Milestones Calculator Policy**
- **Allowable Accommodations**
- **Eliciting Evidence of Student Learning Modules**



# Milestones Mathematics Information





# Georgia Milestones



## Math General Test Parameters

- Mathematics will consist of 2 sections
  - including a short no-calculator sub-section in grades 6-high school  
– *located at the beginning of Section 1*
- Minimum time is 60 minutes per section with a maximum time of 85 minutes
- There are 73 questions on the math test.
  - 2 Constructed Response
  - 1 Extended Constructed Response

# + Georgia Milestones Calculator Policy

Content Area	Grade Level/Course	Type of Calculator
Mathematics	Grades 3 – 5 EOG	Not Allowed
	Grade 6 EOG	Basic <sup>1</sup>
	Grades 7 – 8 EOG	Scientific or Basic <sup>1</sup>
	Coordinate Algebra EOC & Algebra I EOC	Graphing <sup>2</sup> or Scientific
	Analytic Geometry EOC & Geometry EOC	Graphing <sup>2</sup> or Scientific

<sup>1</sup>Basic four-function calculator with square root and percentage functions.

<sup>2</sup>Graphing calculator with functionalities consistent with TI-84 or similar

Calculators are not permitted on certain designated sub-sections of each mathematics test in grades 6-8 and high school.

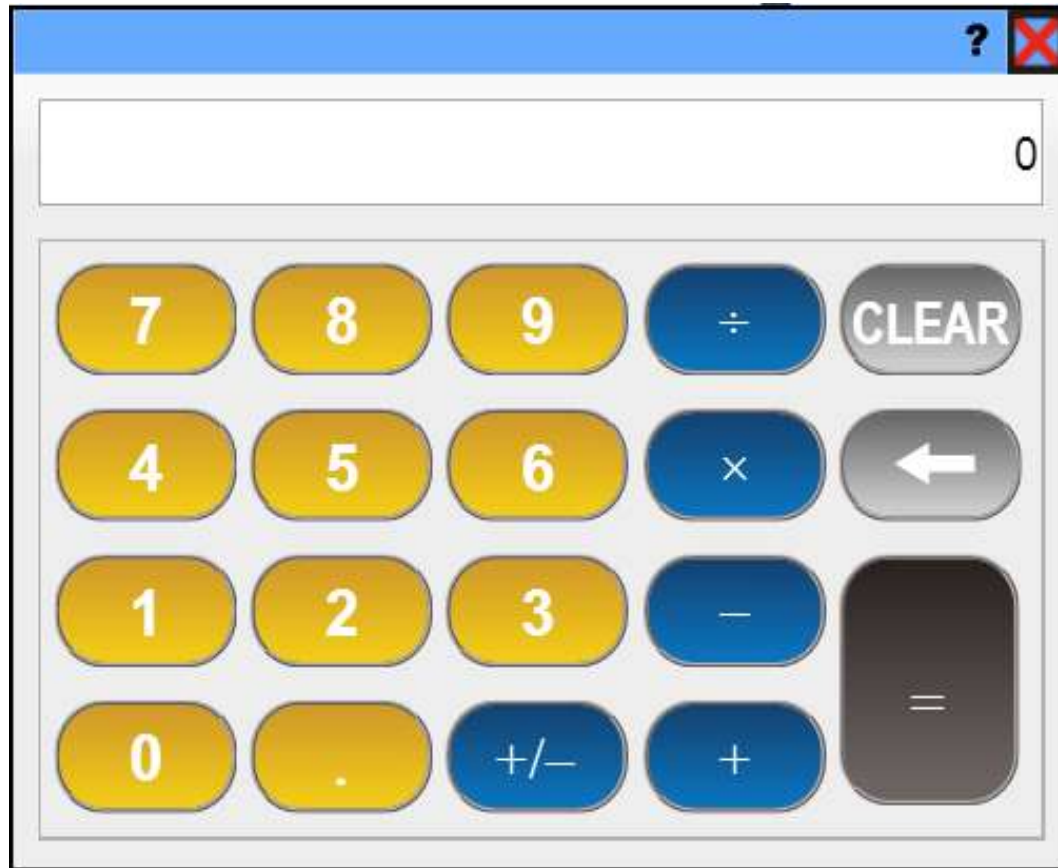


# Georgia Milestones Calculator Policy





# INSIGHT Online Calculator (Basic)



**Note:**  
Where **Basic** calculators are allowed, hand-held models are permitted to contain % and Square Root functions (since it's very difficult to find **Basic** models for purchase without these functions).



# INSIGHT Online Calculator (Scientific)



**View Change Button**

**View 1**

Degrees

2nd ANS Degrees↔Radians LOG

SIN COS TAN  $\pi$  LN

EE  $x^2$   $^$  ( )

7 8 9  $\div$  CLEAR

4 5 6  $\times$  ←

1 2 3  $-$  ENTER

0 . (-) +

**View Change Button**

**View 2**

Radians

1st ANS Degrees↔Radians  $10^x$

$\text{SIN}^{-1}$   $\text{COS}^{-1}$   $\text{TAN}^{-1}$   $\pi$   $e^x$

$\sqrt{\quad}$   $\sqrt{\quad}$   $1/x$   $x!$

7 8 9  $\div$  CLEAR

4 5 6  $\times$  ←

1 2 3  $-$  ENTER

0 . (-) +



# INSIGHT Online Graphing Tool



The image shows two side-by-side screenshots of the INSIGHT Online Graphing Tool interface. The left screenshot is labeled "Y= Screen" and shows a calculator interface with a text input field for an equation. The right screenshot is labeled "Graphing Screen" and shows a graphing area with a grid and a "GRAPH" button.

**Y= Screen**

Y =

Default Mode = Degrees

Buttons: X, SIN, COS, TAN, PREV, NEXT, LOG, LN, SIN<sup>-1</sup>, COS<sup>-1</sup>, TAN<sup>-1</sup>, π, 10<sup>x</sup>, e<sup>x</sup>, 7, 8, 9, ÷, CLEAR, x<sup>2</sup>, 1/x, 4, 5, 6, ×, ←, √, ^, 1, 2, 3, -, GRAPH, (, ), 0, ., (-), +

**Graphing Screen**

Buttons: CLEAR, FUNC

Boundaries

Minimum X =	-10
Maximum X =	10
Minimum Y =	-10
Maximum Y =	10

Trace  
x = ?  
2x = ?

**Annotations:**

- Dark purple box: "Adds 'x' to the equation line" with an arrow pointing to the 'X' button.
- Orange box: "Default Mode = Degrees" with an arrow pointing to the "Degrees" label.
- Dark purple box: "Returns To Y= Screen" with arrows pointing to the "CLEAR" and "FUNC" buttons.
- Purple box: "Click Graph button to display Graph Screen" with an arrow pointing to the "GRAPH" button.





# Achievement Levels

## [Descriptors Link](#)

**Beginning Learners** do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students *need substantial academic support* to be prepared for the next grade level or course and to be on track for college and career readiness.

**Developing Learners** demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified by in Georgia's content standards. The students *need additional academic support* to ensure success in the next grade level or course and to be on track for college and career readiness.

**Proficient Learners** demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students *are prepared* for the next grade level or course and are on track for college and career readiness.

**Distinguished Learners** demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students *are well prepared* for the next grade level or course and are well prepared for college and career readiness.





# Promotion & Retention



**2015-2016 School Year**

**Mathematics** – Grades 5 and 8

Students must achieve the **Developing Learner** achievement level to be considered eligible for promotion.

- These students have demonstrated partial proficiency of the grade level concepts and skills and can proceed to the next grade level when provided focused instructional support in the needed areas; their learning should be actively monitored to ensure their success.

Student who achieve the **Beginning Learner** should receive remediation and be provided the opportunity to retest. These students need substantial academic support.



# Math Constructed Response Sample Rubric



Points	Description
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"><li>•The response demonstrates a complete understanding of the concept. All key elements are complete and correct.</li><li>• Response shows application of a reasonable and relevant strategy.</li><li>• Mathematical ideas are expressed coherently through clear, complete, logical, and fully developed responses using words, calculations, and/or symbols as appropriate.</li></ul>
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"><li>• The response demonstrates a partial understanding of the concept.</li><li>• Some key elements are complete and correct; allow for correct parts based on a previous incorrect response(s).</li><li>• Response shows application of a relevant strategy, though it may be only partially applied or remain unexplained.</li><li>• Mathematical ideas are expressed only partially using words, calculations, and/or symbols as appropriate.</li></ul>
0	<p>The response achieves the following:</p> <ul style="list-style-type: none"><li>• The response demonstrates limited to no understanding of the concept.</li><li>• Response shows no application of a strategy or application of an irrelevant strategy.</li><li>• Mathematical ideas cannot be interpreted or lack sufficient evidence to support even a limited understanding.</li></ul>



# Math Constructed Response Sample Question



## Grade 5 Math Constructed Response

Peyton has a goal to walk 10,000 steps each day. On Tuesday afternoon, Peyton walked 7,338 steps. She averages 2.5 feet per step.

**Part A** How many more feet does Peyton need to walk to reach her goal of 10,000 steps? Write your answer in the space provided on your answer document.

**Part B** Explain with words or numbers how you found your answer. Write your answer in the space provided on your answer document.



# Math Constructed Response: Sample Responses #1 and #2



10000 times by 2.5 is 25000. 7338 times by 2.5 is 18345.  
25000 minus 18345 is 6655

10000 minus 7338 times 2.5 is 6655

Score: 2

Two examples of full credit responses using different, valid processes

# + Math Constructed Response: Sample Response #3

6655. I subtracted

Score: 1

The student has the correct answer but does not provide a complete explanation of the process used.

# + Math Constructed Response: Sample Response #4

I subtracted 7,338 from 10,000. I got 3,662 steps. Then I multiplied that number by 2.5 feet to get 9,115.

Score: 1

The student has an incorrect response but does have a correct complete process.



# Math Extended Constructed Response Sample Question



## Grade

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.

*For examples of student work [click here](#) and go to slides 17 – 21.*





# Math Extended Constructed Response Sample 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.

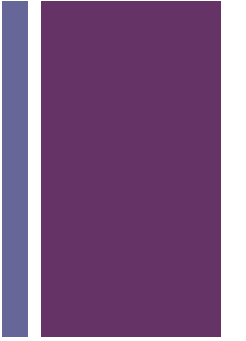
# + Resources

- [GA Virtual Learning](#)
- [GA Milestones EOC Assessment Guides](#)
- [GA Milestones EOG Assessment Guides](#)
- [Georgia Milestones EOC Study/Resource Guides](#)
- [Georgia Milestones EOG Study/Resource Guides](#)
- [Georgia Milestones Parent Question & Answer Brochure](#)
- [Parents' Guide to New Tests in Georgia](#)
- [GeorgiaStandards.org](#)

**Always check with your child's teacher for school level resources.**

# + System Testing Information





# ACHIEVEMENT LEVELS

# + Achievement Levels

**Beginning Learners** do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students *need substantial academic support* to be prepared for the next grade level or course and to be on track for college and career readiness.

**Developing Learners** demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified by in Georgia's content standards. The students *need additional academic support* to ensure success in the next grade level or course and to be on track for college and career readiness.

**Proficient Learners** demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students *are prepared* for the next grade level or course and are on track for college and career readiness.

**Distinguished Learners** demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students *are well prepared* for the next grade level or course and are well prepared for college and career readiness.



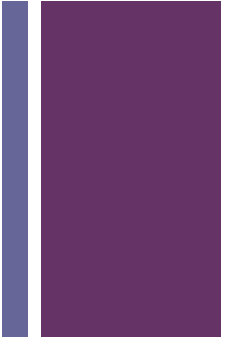
# + Developing Learners

**Developing Learners** demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified by in Georgia's content standards. The students *need additional academic support* to ensure success in the next grade level or course and to be on track for college and career readiness.

**The Developing Learner** achievement level consists of students who have demonstrated partial proficiency; they have a partial command of the knowledge and skills inherent in their grade level or course content standards. **These students can be successful in future learning but will likely need some type of focused remediation in their weaker areas;** they do not, necessarily, need a support class. Their learning should be monitored to ensure their success and to increase their opportunity to reach proficiency.

In short, this achievement level allows for the recognition of those students who have demonstrated some command, albeit partial, of the grade-level expectations but have not yet reached the full command necessary to signal proficiency. Proficient students demonstrate a strong, solid command of the grade-level or course content and skills.





# PROMOTION & RETENTION



# Promotion & Retention



**2015-2016 School Year**

**Reading** – Grades 3, 5, and 8

Student performance on the reading portion of the ELA test will be used to provide a grade level reading determination:

Below Grade Level or On/Above Grade Level

The determination is based on the linkage of the Lexile scale to Georgia Milestones. To be eligible for promotion, students must demonstrate reading skill at the beginning of the grade-level stretch-band. The stretch-bands were developed to signal the reading level at each grade students need to achieve to be college and career-ready upon graduation.





# Promotion & Retention



## 2015-2016 School Year

### **Reading** – Grades 3, 5, and 8

Generally speaking, students in the Beginning Learner achievement level and some at the lower end of Developing Learner will need reading remediation and are eligible to retest.

- Students who achieve the beginning range of Developing Learner demonstrated sufficient writing and language skills to increase their achievement level but may still be reading below grade level.



# Promotion & Retention



**2015-2016 School Year**

**Mathematics** – Grades 5 and 8

Students must achieve the **Developing Learner** achievement level to be considered eligible for promotion.

- These students have demonstrated partial proficiency of the grade level concepts and skills and can proceed to the next grade level when provided focused instructional support in the needed areas; their learning should be actively monitored to ensure their success.

Student who achieve the **Beginning Learner** should receive remediation and be provided the opportunity to retest. These students need substantial academic support.

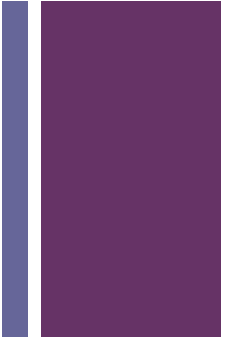
# + EOG Scale Score Range

Content Area	Grade	Lowest Obtainable Scale Score (LOSS)	Developing Learner Cut Score	Proficient Learner Cut Score	Distinguished Learner Cut Score	Highest Obtainable Scale Score (HOSS)
English Language Arts	Grade 3	180	475	525	581	830
	Grade 4	210	475	525	574	775
	Grade 5	210	475	525	587	760
	Grade 6	140	475	525	599	820
	Grade 7	165	475	525	592	785
	Grade 8	225	475	525	581	730
Mathematics	Grade 3	290	475	525	580	705
	Grade 4	270	475	525	585	715
	Grade 5	265	475	525	580	725
	Grade 6	285	475	525	580	700
	Grade 7	265	475	525	580	740
	Grade 8	275	475	525	579	755
Science	Grade 3	275	475	525	566	695
	Grade 4	230	475	525	578	730
	Grade 5	160	475	525	595	780
	Grade 6	175	475	525	610	780
	Grade 7	215	475	525	589	745
	Grade 8	165	475	525	593	785
Social Studies	Grade 3	275	475	525	560	680
	Grade 4	250	475	525	570	700
	Grade 5	290	475	525	555	665
	Grade 6	295	475	525	560	670
	Grade 7	280	475	525	564	685
	Grade 8	240	475	525	572	715



# + EOC Scale Score Range

Content Area	Lowest Obtainable Scale Score (LOSS)	Developing Learner Cut Score	Proficient Learner Cut Score	Distinguished Learner Cut Score	Highest Obtainable Scale Score (HOSS)
9th Grade Literature & Composition	220	475	525	587	735
American Literature & Composition	190	475	525	590	750
Coordinate Algebra	215	475	525	594	790
Analytic Geometry	185	475	525	596	810
Biology	140	475	525	609	820
Physical Science	145	475	525	604	815
U. S. History	215	475	525	590	765
Economics	140	475	525	610	830



# Types of Reports



# Types of Scores



- **Scale Scores**

- Range varies depending on grade level and content area

- **Achievement Level Cut Scores**

- Developing Learner: 475
- Proficient Learner: 525
- Distinguished Learner: varies from 555 to 610

- **Grade Conversion Scores (EOC Only, 8<sup>th</sup> – 12<sup>th</sup>)**

- Grade Conversion Score Ranges
  - Beginning Learner: 0-67
  - Developing Learner: 68-79
  - Proficient Learner: 80-91
  - Distinguished Learner: 92-100



# End of Grade - Individual Student Report (ISR) Sample

**\*\* Illustration purposes only \*\***

**SAMPLE STUDENT NAME** BIRTHDATE: MMDDYYYY CLASS NAME: ANY CLASS  
**TEST DATE:** 03/30/15 SCHOOL NAME: ANY SCHOOL  
**GTID:** 1234567890 FORM: 5T SYSTEM NAME: ANY SYSTEM

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**Individual Student Report**  
End-of-Grade Assessment  
Spring 2015  
Grade 7

The Georgia Milestones Assessment System spans grades 3 through high school and measures how well students have learned the knowledge and skills outlined in the state content standards in English Language Arts, Mathematics, Science, and Social Studies. Georgia Milestones provides information about each student's achievement and readiness for his or her next level of learning—be it the next grade, course, or endeavor such as college or career.

This report summarizes your student's performance on the Spring 2015 Georgia Milestones End-of-Grade (EGG) Assessment. The first page provides an overview of all four content areas. Additional pages provide more details about your student's performance in each content area.

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**Your student's performance on the Georgia Milestones End-of-Grade Assessment for Grade 7**

CONTENT AREA	ENGLISH LANGUAGE ARTS	MATHEMATICS	SCIENCE	SOCIAL STUDIES
	<b>LEVEL 3 PROFICIENT LEARNER</b>	<b>LEVEL 2 DEVELOPING LEARNER</b>	<b>LEVEL 4 DISTINGUISHED LEARNER</b>	<b>PRESENT, TEST NOT ATTEMPTED</b>
<b>ACHIEVEMENT LEVEL</b>				
<b>SCALE SCORE</b>	<b>510 CA*</b> Scale Score Range: ###-###	<b>500</b> Scale Score Range: ###-###	<b>540</b> Scale Score Range: ###-###	<b>PTNA</b>

**Achievement Levels**

<b>LEVEL 1: BEGINNING LEARNERS</b> do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need substantial academic support to be prepared for the next grade level or course and to be on track for college and career readiness.	<b>LEVEL 2: DEVELOPING LEARNERS</b> demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need additional academic support to ensure success in the next grade level or course and to be on track for college and career readiness.	<b>LEVEL 3: PROFICIENT LEARNERS</b> demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are prepared for the next grade level or course and are on track for college and career readiness.	<b>LEVEL 4: DISTINGUISHED LEARNERS</b> demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are well prepared for the next grade level or course and are well prepared for college and career readiness.
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\*CA - shows that your student took the test with a Conditional Administration. A test score resulting from a conditional administration must be interpreted in light of the specific accommodations provided the student during testing.

GA-EGG-ISR-817/15-F Page 1

**SAMPLE STUDENT NAME** BIRTHDATE: MMDDYYYY CLASS NAME: ANY CLASS  
**TEST DATE:** 03/30/15 SCHOOL NAME: ANY SCHOOL  
**GTID:** 1234567890 FORM: 5T SYSTEM NAME: ANY SYSTEM

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**English Language Arts**  
Grade 7

Achievement Level	Scale Score	Domain Category	Performance								
<input checked="" type="checkbox"/> <b>Level 3: Proficient Learner</b>	<b>510 CA*</b>	<b>Reading and Vocabulary</b>	<b>Grade Level or Above</b>								
Proficient Learners demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are prepared for the next grade level or course and are on track for college and career readiness.		<b>Writing and Language*</b>	<table border="1"> <tr> <td>Extended Writing Informational/explanatory essay score:</td> <td><b>1 out of 4 points</b></td> </tr> <tr> <td>Idea Development, Organization, and Coherence</td> <td><b>2 out of 3 points</b></td> </tr> <tr> <td>Language Usage and Conventions</td> <td><b>3 out of 3 points</b></td> </tr> <tr> <td>Narrative Writing Response score:</td> <td><b>Condition Code C</b></td> </tr> </table>	Extended Writing Informational/explanatory essay score:	<b>1 out of 4 points</b>	Idea Development, Organization, and Coherence	<b>2 out of 3 points</b>	Language Usage and Conventions	<b>3 out of 3 points</b>	Narrative Writing Response score:	<b>Condition Code C</b>
Extended Writing Informational/explanatory essay score:	<b>1 out of 4 points</b>										
Idea Development, Organization, and Coherence	<b>2 out of 3 points</b>										
Language Usage and Conventions	<b>3 out of 3 points</b>										
Narrative Writing Response score:	<b>Condition Code C</b>										

Standard Error of Measurement (SEM): A scale score of 510 indicates your student's achievement on the day of testing. If your student were to take the same test again, it is likely that his or her score would be within the standard error of measurement range of 495-525.

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**Comparison to the School, System, and State**  
The school, system, and state bar graphs reflect the mean scale score for the group.

Achievement Levels	Student	School	System	State
<b>Level 4: Distinguished Learner</b> Scale Score Range: xxx-xxx			XXX	XXX
<b>Level 3: Proficient Learner</b> Scale Score Range: xxx-xxx	510 CA*	XXX	XXX	XXX
<b>Level 2: Developing Learner</b> Scale Score Range: xxx-xxx				
<b>Level 1: Beginning Learner</b> Scale Score Range: xxx-xxx				

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**Comparison to a National Sample of Students**

National Percentile	National Percentile Range
<b>60</b>	<b>52-88</b>

Your student's performance can be compared to other students nationally in Reading. A subset of items in the End-of-Grade assessment is from TerraNova, a nationally normed achievement test.

A national percentile of 60 means that your student performed as well as or better than 60 percent of the national norming group. If the student were to take the test again, he or she would be expected to obtain a national percentile rank within the National Percentile Range.

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**Your Student's Lexile Information**

Leisure Reading: 730L-830L	Author	Lexile
<b>Suggested Titles</b>		
A Farewell to Arms	Hemingway, Ernest	730L
The Broken Bridge	Fulmer, Philip	780L
Midnight Hour Escapes	Brooks, Bruce	820L
<b>Motivating Challenge: 830L-900L</b>		
<b>Suggested Titles</b>	<b>Author</b>	<b>Lexile</b>
A Semester in the Life of a Carriage Bag	Korman, Gordon	840L
The October Henace	Hoelz, Donald	860L
Wuthering Heights	Brontë, Emily	890L

This Lexile Framework for Reading measures a student's reading ability with the difficulty of text material. When selecting books, it is important to consider that Lexiles do not address age-appropriateness, student interest, or text quality. Suggested titles are not necessarily endorsed by the Georgia Department of Education. Books within the students' Lexile range can be found at the local library or by using the First Step Book Database at [www.lexile.com](http://www.lexile.com). For more information, visit [www.pearson.com/lexile](http://www.pearson.com/lexile).

**Condition Codes for Writing**  
A = Blank, B = Copied, C = Illegible/Too Limited to Score, D = Non-English/Foreign Language, E = Off Topic/Offensive

\*CA - shows that your student took the test with a Conditional Administration. A test score resulting from a conditional administration must be interpreted in light of the specific accommodations provided the student during testing.

Page 3




# End of Course - Individual Student Report (ISR) Sample

**\*\* Illustration purposes only \*\***

**Sample Student Name** Birthdate: MM/DD/YYYY Class Name: Any Class  
**GTID:** 1234567890 Test Date: 03/30/15 School Name: Any School  
 Form: 5T System Name: Any System

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**Individual Student Report**  
 End-of-Course Assessment  
 United States History  
 Spring 2015



The Georgia Milestones Assessment System spans grades 3 through high school and measures how well students have learned the knowledge and skills outlined in the state content standards in English Language Arts, Mathematics, Science, and Social Studies. Georgia Milestones provides information about each student's achievement and readiness for their next level of learning – be it the next grade, course, or endeavor such as college or career.

This report summarizes your student's performance on the Spring 2015 Georgia Milestones End-of-Course (EOC) Assessment. The first page provides an overview of the student's overall performance on the EOC for a particular course and the second page provides more details about your student's performance.

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**Your student's overall performance on the Georgia Milestones End-of-Course Assessment for United States History**

CONTENT AREA	ACHIEVEMENT LEVEL	SCALE SCORE	GRADE CONVERSION SCORE
United States History	LEVEL 1 BEGINNING LEARNER	495 Scale Score Range: 494-494	84

Grade Conversion Score: A student's score converted to a 0-100 scale score as 20% of course grade as defined by State Board of Education (SBOE) Rule 160-4-2-13.

**Achievement Levels**

<b>LEVEL 1: BEGINNING LEARNERS</b> do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need substantial academic support to be prepared for the next grade level or course and to be on track for college and career readiness.	<b>LEVEL 2: DEVELOPING LEARNERS</b> demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need additional academic support to be prepared for the next grade level or course and to be on track for college and career readiness.	<b>LEVEL 3: PROFICIENT LEARNERS</b> demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are prepared for the next grade level or course and are on track for college and career readiness.	<b>LEVEL 4: DISTINGUISHED LEARNERS</b> demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are well prepared for the next grade level or course and are well prepared for college and career readiness.
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Scale Score Codes: PTNA = Present, Test Not Attempted, DNA = Did Not Attempt, IV = Invalidation, PW = Participation Invalidation

GA EOC-ISR-0116 Page 1

**Sample Student Name** Birthdate: MM/DD/YYYY Class Name: Any Class  
**GTID:** 1234567890 Test Date: 03/30/15 School Name: Any School  
 Form: 5T System Name: Any System

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**United States History**  
 Spring 2015



Achievement Level	Scale Score	Domain Category	Performance
✓ Level 1: Beginning Learner	495	Colonization through the Constitution	<input type="radio"/> Remediate Learning
Beginning Learners do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need substantial academic support to be prepared for the next grade level or course and to be on track for college and career readiness.		New Republic through Reconstruction	<input type="radio"/> Remediate Learning
		Industrialization, Reform, and Imperialism	<input type="radio"/> Remediate Learning
		Establishment as a World Power	<input type="radio"/> Remediate Learning
		Post-World War II to the Present	<input type="radio"/> Remediate Learning

Domain Mastery:  Remediate Learning  Monitor Learning  Accelerate Learning

Standard Error of Measurement (SEM): A scale score of 495 indicates your student's achievement on the day of testing. If your student were to take the same test again, it is likely that his or her score would be within the standard error of measurement range of 495-525.

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**Comparison to the School, System, and State**  
 The school, system, and state bar graphs reflect the mean scale score for the group.

Achievement Levels	Student	School	System	State
Level 4: Distinguished Learner Scale Score Range: xxx-xxx				
Level 3: Proficient Learner Scale Score Range: xxx-xxx		XXX	XXX	XXX
Level 2: Developing Learner Scale Score Range: xxx-xxx				
Level 1: Beginning Learner Scale Score Range: xxx-xxx	495			

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**Comparison to a National Sample of Students**

National Percentile	National Percentile Range
Your student's performance can be compared to other students nationally in United States History. A subset of items in the End-of-Course assessment is from TerraNova, a nationally normed achievement test.	A national percentile of 10 means that your student performed as well or better than 10 percent of the national norming group. If the student were to take the test again, he or she would be expected to obtain a national percentile rank within the National Percentile Range.
10	2-18

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# Where do I go to get more information



## **GEORGIA DEPARTMENT OF EDUCATION**

<http://tinyurl.com/GaDOE-Testing>



## **HENRY COUNTY SCHOOLS**

<http://tinyurl.com/HCS-Testing>





# Questions & Answers

