

# Fairview Elementary School

## *March Title I Georgia Milestones Parent Sessions*

March 5, 2015 6:00 pm

Channell Campbell, Parent Involvement Coordinator

Penny Damianeas, Assessment and Testing Specialist

Diane Chelsey, EIP Teacher

Linda Dollar, Title I Teacher

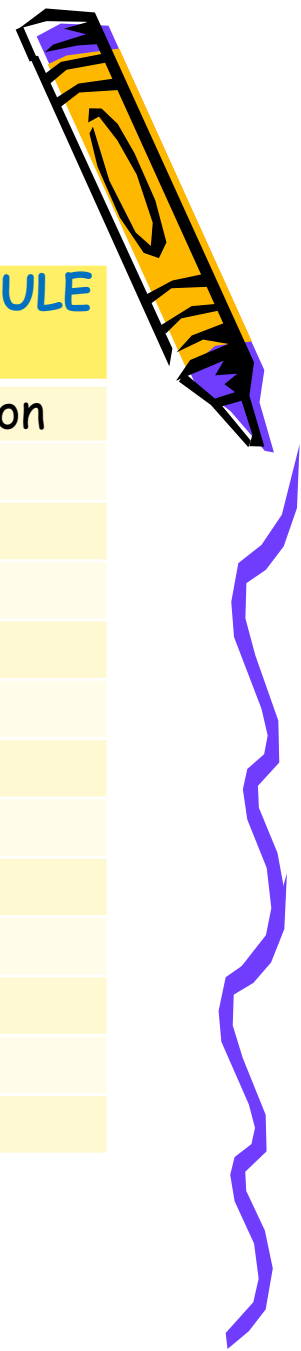
Ayanna Slater, EIP Teacher

Angela West, Literacy Coach

Jason Wright, Math Coach

- Welcome/Test Taking Tips
- Milestones Presentation
- ELA Sample Work Session
- Math Sample Work Session
- Questions and Answers
- Session Evaluation

# Georgia Milestones EOG Overview



## SPRING 2015 MILESTONES EOG PROPOSED TEST SCHEDULE April 14 - April 29, 2015

Date	Subject	Administration
Tuesday April 14	ELA	P/P & Online
Wednesday April 15	ELA	Online
Thursday April 16	ELA-Writing	P/P & Online
Friday April 17	Make-Up Day	P/P & Online
Monday April 20	Math	P/P & Online
Tuesday April 21	Math	Online
Wednesday April 22	Science	P/P & Online
Thursday April 23	Science	Online
Friday April 24	Make-up Day	P/P Online
Monday April 27	Social Studies	P/P & Online
Tuesday April 28	Social Studies	Online
Wednesday April 29	Make-up Day	P/P & Online



# Georgia Milestones Content Areas and Item Types



Content Area	Selected Response	Constructed Response (2 points)	Extended Constructed Response (4 points)	Extended Writing Response (7 points)
English Language Arts	✓	✓	✓	✓
Mathematics	✓	✓	✓	
Science	✓			
Social Studies	✓			



# Features



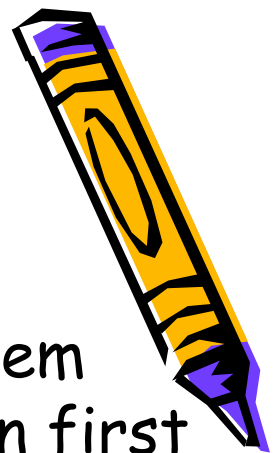
## Item Types

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

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 Writing at Every Grade



-All students will encounter a 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 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.

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

# Rubrics



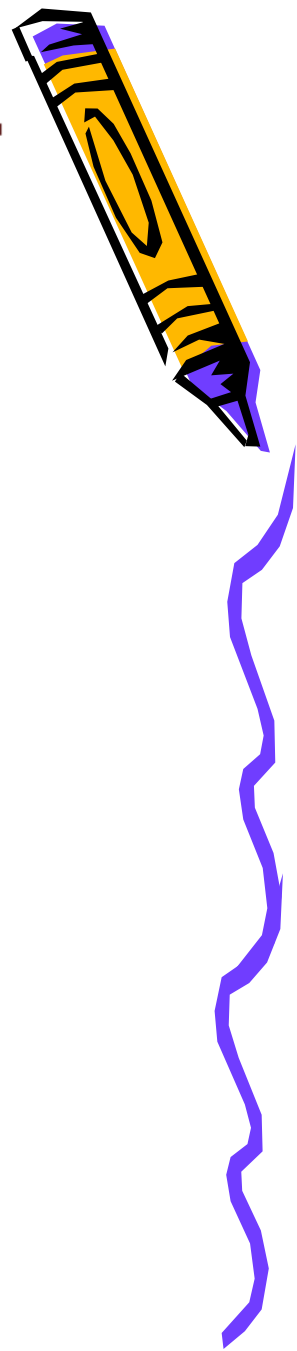
- The extended-response **analytic** writing rubric will be released. Students will be scored on two features:
  - Idea Development, Organization, & Coherence
  - Language Usage & Conventions



Seven Point Two-Trait Rubric

Trait 1 for Informational/Explanatory Genre

Description	Points	Criteria
<p><b>Idea Development, Organization, and Coherence</b></p> <p><i>This trait contributes 4 of 7 points to the score for this genre and examines the writer's ability to effectively establish a controlling topic and to support the topic with evidence from the text(s) read and to elaborate on the topic with examples, illustrations, facts, and other details. The writer must integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence in order to create cohesion for an informative/explanatory essay.</i></p>	4	<p><i>The student's response is a well-developed informative/explanatory text that examines a topic in depth and presents related information based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Effectively introduces a topic</li> <li>• Effectively develops the topic with multiple facts, definitions, and details</li> <li>• Groups related ideas together to give some organization to the writing</li> <li>• Effectively uses linking words and phrases to connect ideas within categories of information</li> <li>• Provides a strong concluding statement or section</li> </ul>
	3	<p><i>The student's response is a complete informative/explanatory text that examines a topic and presents information based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Introduces a topic</li> <li>• Develops the topic with some facts, definitions, and details</li> <li>• Groups some related ideas together to give partial organization to the writing</li> <li>• Uses some linking words to connect ideas within categories of information, but relationships may not always be clear</li> <li>• Provides a concluding statement or section</li> </ul>
	2	<p><i>The student's response is an incomplete or oversimplified informative/explanatory text that cursorily examines a topic based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Attempts to introduce a topic</li> <li>• Attempts to develop a topic with too few details, but not all of these are supported or relevant to the topic</li> <li>• Ineffectively groups some related ideas together</li> <li>• Uses few linking words to connect ideas, but not all ideas are well connected to the topic</li> <li>• Provides a weak concluding statement or section</li> </ul>
	1	<p><i>The student's response is a weak attempt to write an informative/explanatory text that examines a topic based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• May not introduce a topic or topic is unclear</li> <li>• May not develop a topic</li> <li>• May be too brief to group any related ideas together</li> <li>• May not use any linking words to connect ideas</li> <li>• Provides a minimal or no concluding statement or section</li> </ul>
	0	<ul style="list-style-type: none"> <li>• The response is completely irrelevant or incorrect, or there is no response.</li> <li>• The student merely copies the text in the prompt.</li> <li>• The student copies so much text from the passages that there is not sufficient original work to be scored.</li> </ul>

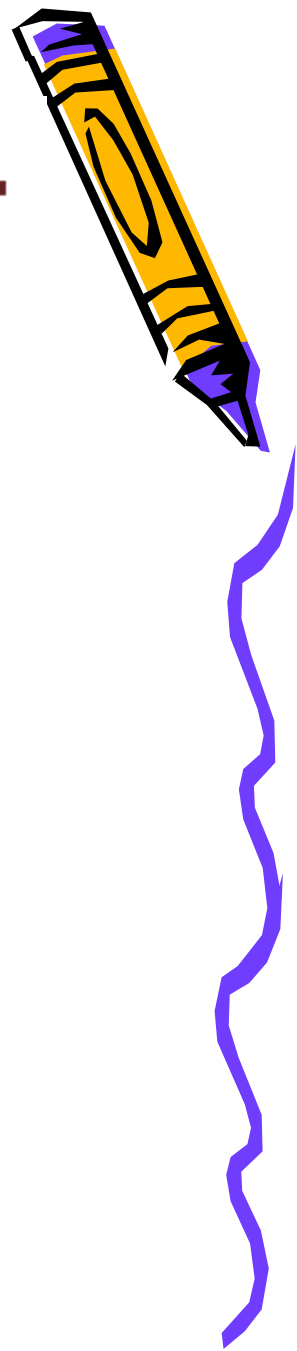


Seven Point Two-Trait Rubric

Trait 2 for Informational/Explanatory Genres

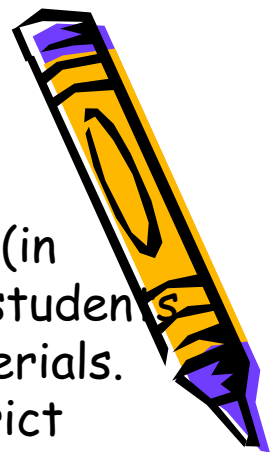
Description	Points	Criteria
<p><b>Language Usage and Conventions</b></p> <p><i>This trait contributes 3 of 7 points for this genre and examines the writer's ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.</i></p>	3	<p><i>The student's response demonstrates full command of language usage and conventions.</i></p> <ul style="list-style-type: none"> <li>• Has clear and complete sentence structure, with appropriate range and variety</li> <li>• Shows knowledge of language and its conventions when writing</li> <li>• Any errors in usage and conventions do not interfere with meaning*</li> </ul>
	2	<p><i>The student's response demonstrates partial command of language usage and conventions.</i></p> <ul style="list-style-type: none"> <li>• Has complete sentences, with some variety</li> <li>• Shows some knowledge of language and its conventions when writing</li> <li>• Has minor errors in usage and conventions with no significant effect on meaning *</li> </ul>
	1	<p><i>The student's response demonstrates weak command of language usage and conventions.</i></p> <ul style="list-style-type: none"> <li>• Has fragments, run-ons, and/or other sentence structure errors</li> <li>• Shows little knowledge of language and its conventions when writing</li> <li>• Has frequent errors in usage and conventions that interfere with meaning *</li> </ul>
	0	<ul style="list-style-type: none"> <li>• The student's response has many errors that affect the overall meaning, or the response is too brief to determine a score.</li> <li>• The student copies so much text from the passages that there is not sufficient original work to be scored.</li> </ul>

\*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the Progressive Skills chart for those standards that need continued attention beyond the grade in which they were introduced.





# Writing and facts



\*Keep in mind that for the statewide writing assessment accuracy (in terms of factual content) was not evaluated previously given that students are not given time to research, revise, or access to reference materials. Writing was being evaluated...not subject matter knowledge (or strict adherence to the prompt - reasonable alternatives were accepted). With the new standards students will need to cite information in provided texts.

## Writing Situation

A family in your town has decided to donate a large amount of money to a person, charity, or cause. Choose a person, a group, or a charity that you think deserves the money.

## Directions for Writing

Write a letter to convince the family that your choice should receive the money. Include details about how the person, the group, or the charity would use the donation.



# Grade 3 Extended-response Passage



1

## The Poplar Tree

*by Flora J. Cooke*

2

Long ago the poplar used to hold out its branches like other trees. It tried to see how far it could spread them.

3

Once at sunset an old man came through the forest where the poplar trees lived. The trees were going to sleep, and it was growing dark.

4

The man held something under his cloak. It was a pot of gold—the very pot of gold that lies at the foot of the rainbow. He had stolen it and was looking for some place to hide it. A poplar tree stood by the path.

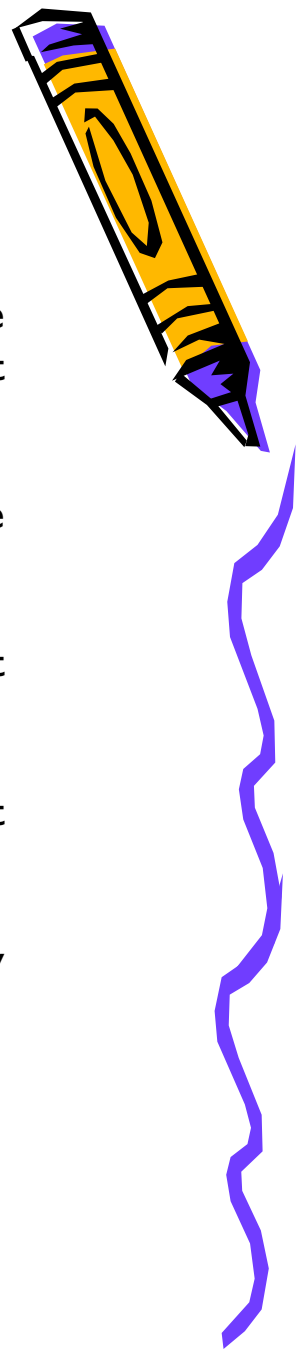
5

“This is the very place to hide my treasure,” the man said. “The branches spread out straight, and the leaves are large and thick. How lucky that the trees are all asleep!”

He placed the pot of gold in the thick branches, and then ran quickly away.



# Passage



*Continued from previous page...*

- 6 The gold belonged to Iris, the beautiful maiden who had a rainbow bridge to the earth. The next morning she missed her precious pot. It always lay at the foot of the rainbow, but it was not there now.
- 7 Iris hurried away to tell her father, the great Zeus, of her loss. He said that he would find the pot of gold for her.
- 8 He called a messenger, the swift-footed Mercury, and said, “Go quickly, and do not return until you have found the treasure.”
- 9 Mercury went as fast as the wind down to the earth. He soon came to the forest and awakened the trees.
- 10 “Iris has lost her precious pot of gold that lies at the foot of the rainbow. Have any of you seen it?” he asked.
- 11 The trees were very sleepy, but all shook their heads.



# Passage

*Continued from previous page...*

- 12 “We have not seen it,” they said.
- 13 “Hold up your branches,” said Mercury. “I must see that the pot of gold is not hidden among them.”
- 14 All of the trees held up their branches. The poplar that stood by the path was the first to hold up his. He was an honest tree and knew he had nothing to hide.
- 15 Down fell the pot of gold. How surprised the poplar tree was! He dropped his branches in shame. Then he held them high in the air.
- 16 “Forgive me,” he said. “I do not know how it came to be there; but, hereafter, I shall always hold my branches up. Then every one can see that I have nothing hidden.”
- 17 Since then the branches have always grown straight up; and every one knows that the poplar is an honest and upright tree.

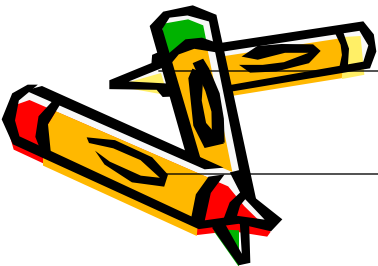


# Grade 3 Extended-response Question

1



- Why do the poplar branches grow the way they do? Explain why the tree decides to grow them this way. How do the actions of the Old Man, Iris, Zeus, and Mercury lead to his decision? Use details from the story to support your answer.
- In your response, be sure to include the following:
  - explain the direction in which the poplar tree's branches grow
  - explain the events that made the tree's branches grow this way
  - explain how the actions of the Old Man, Iris, Zeus, and Mercury lead to his decision
  - details from the story to support your answer
- Write your answer in complete sentences.



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### Word Count Guidelines<sup>1</sup>

PARCC has established the following word count guidelines for each grade span to inform passage selection.

**Table 1. Minimum/Maximum Passage Lengths by Grade Band**

Grade Band	Minimum/Maximum Passage Length for Literary and Informational Text/Literary Nonfiction
3 – 5	200 – 800 words
6 – 8	400 – 1,000 words
9 – 11	500 – 1,500 words





Georgia Department of Education

*Making Education Work For All Georgians!*

Welcome to Experience Online Testing Georgia! This year, Georgia students will take a new test. These tests measure what students in grades 3 through high school have learned. Many students will take the new tests online.

This practice site lets students see what testing online is like. Parents and educators are welcome to try it, too. The items on the demonstration tests are general and represent multiple grade levels. The items do not necessarily represent the specific grade-level content that students learn daily in their classrooms. The primary purpose is to let students experience, firsthand, the functionality of the online testing platform. The sample tests are not graded, so have fun!

Select from the list below to begin your Experience!

## Demonstration Tests

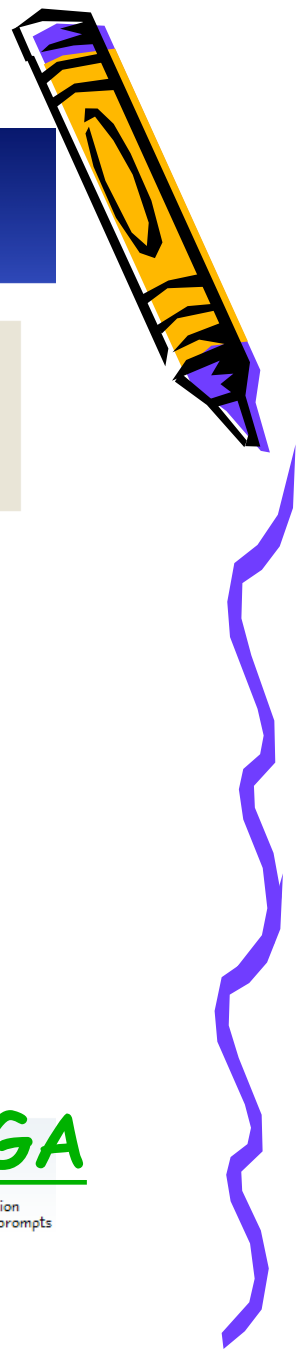
- English Language Arts Test Practice
- Mathematics Test Practice
- Science Test Practice
- Social Studies Test Practice

## Accommodation Demonstration Tests

- Accommodated High Contrast Test Practice
- Accommodated Large Font Test Practice
- Accommodated Screen Reader Test Practice

## TOOL-TIPS

Click [here](#) for tooltips. These tips will help you quickly master the on-screen test tools!





Student, Demo (State-SSID: AI-9999999878) | G6 Math Practice Test (22 out of 22) | Questions: 22

**ZOOM IN** **ZOOM OUT** **CALCULATOR** **PAUSE** **BACK** **NEXT** **END TEST**

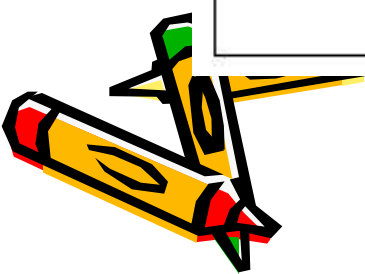
**22**

Connor is buying tickets to a play. The play he and his friends want to see costs \$4.75 per ticket. Connor has \$26.00 in his pocket.

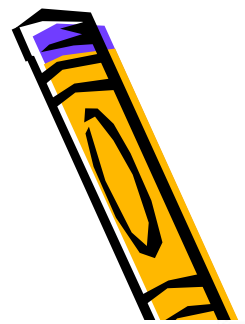
What is the greatest number of tickets Connor can buy?

(A) 4  
(B) 5  
(C) 6  
(D) 7

**Zoom buttons** (points to Zoom In and Zoom Out)  
**Questions drop-down** (points to Questions: 22)  
**Pause test** (points to Pause)  
**End Test button** (points to End Test)  
**Test-Specific buttons** (points to Calculator)  
**Navigation buttons** (points to Back and Next)  
**Tutorial button** (points to the question mark icon)  
**Comment button** (points to the speech bubble icon)  
**Flag for review** (points to the flag icon)  
**System Settings [O] button and Help [?] button** (points to the gear and question mark icons)







## English Language Arts/Literacy Practice Tests



Review

Flag



Guest



HOME / GRADE 6 ELA/LITERACY / SESSION 1 / 7 OF 23

Today, you will read and think about the passage from the novel titled *Boy's Life* and the fable "Emancipation: A Life Fable." As you read these texts, you will gather information and answer questions about comparing themes and topics so you can write an essay.

Boy's Life

Emancipation: A Life Fable

Read the fable titled "Emancipation: A Life Fable." Then answer the questions.

Emancipation: A Life Fable

by Kate Chopin

1 There was once an animal born into this world, and opening his eyes upon Life, he saw above and about him confining walls, and before him were bars of iron through which came air and light from without; this animal was born in a cage.

You have read the passage from *Boy's Life* and "Emancipation: A Life Fable." Both texts develop the theme of freedom. Write an essay that compares and contrasts the approaches each text uses to develop the theme of freedom.

**B** *I* U ☰ ☷ ✂ 📄 📌 ↶ ↷



# Selected Response (3<sup>rd</sup> grade)

Which fraction is largest?

A  $\frac{1}{4}$

B  $\frac{1}{2}$

C  $\frac{1}{6}$

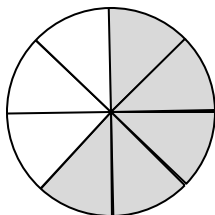
D  $\frac{1}{3}$

The content and presentation of these items are for illustrative purposes only.

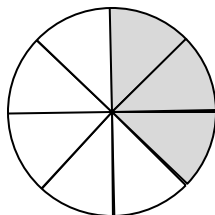
# Constructed Response

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

$$\frac{5}{8}$$

$>$

Ana

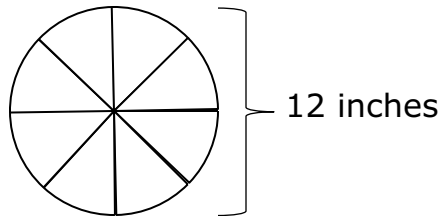
$$\frac{3}{8}$$



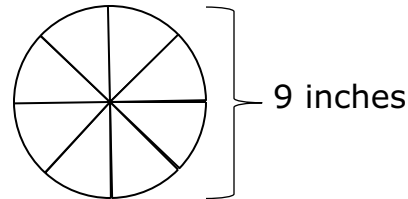
# Constructed Response

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

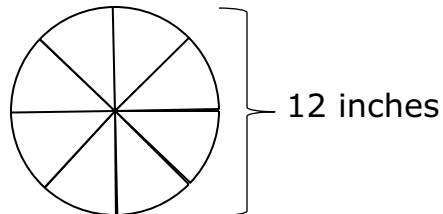


Ana

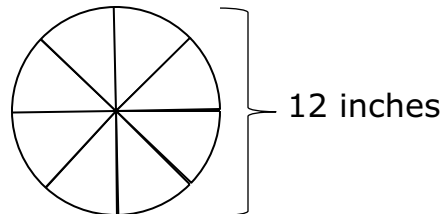


George is right. His pizza was bigger so  $\frac{1}{2}$  of a bigger pizza is more than  $\frac{1}{2}$  of a smaller pizza.

George

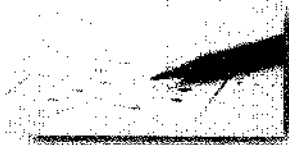


Carlos



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.



## Help with Selected Response

New York's [EngageNY.org](http://www.engageny.org) provides a bank of common core sample questions that can be accessed to measure student readiness for GA Milestones.

Website: <https://www.engageny.org/resources/new-york-state-common-core-sample-questions>

The state of Kentucky provides a storehouse of excellent assessment items related to their K-Prep test. This test is a blended model of a Criterion-Referenced Test (CRT) and a Norm-Referenced Test (NRT) containing multiple-choice and constructed-response items, very similar to our GA Milestones.

Website: <http://education.ky.gov/AA/items/Pages/K-PREPItems.aspx>

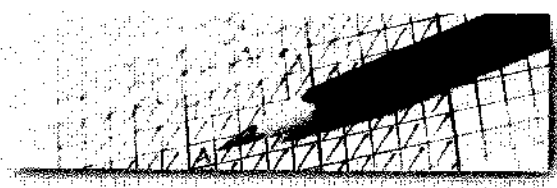
Massachusetts has an outstanding online assessment system (MCAS) that generates questions, build tests, and is free for teacher use.

Website: <http://www.doe.mass.edu/mcas/search/>

The Kansas Department of Education provides a variety of test item types that can be used to give students structured selected response practice.

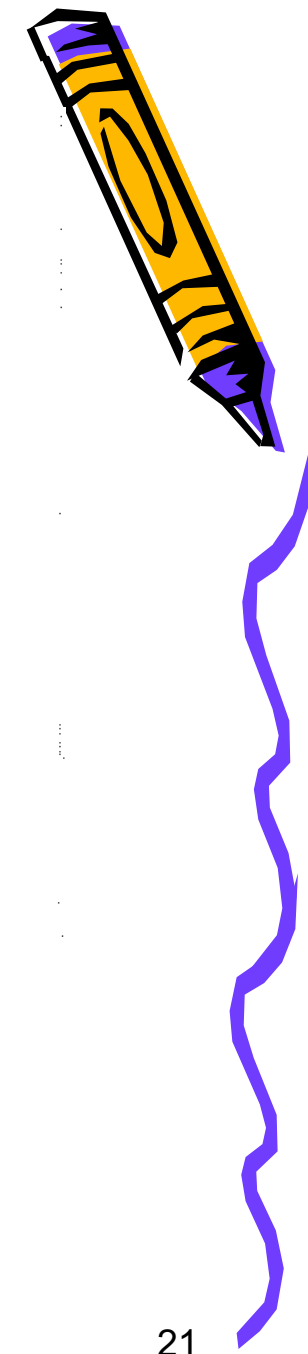
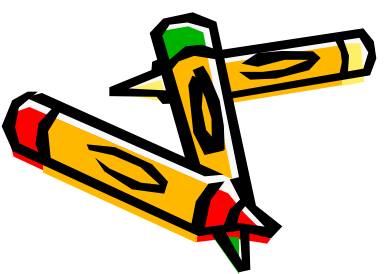
Website: [http://ksassessments.org/using\\_ela\\_tools](http://ksassessments.org/using_ela_tools)

## Help with Constructed Response



Before moving into helping students with constructed response, understanding what this concept means is essential. Smekens Education provides great insight into constructed responses and how students can tackle these types of questions while the Rochester, Minnesota school district provides a great power point for moving forward with these types of open ended questions.

Websites: <http://www.smekenseducation.com/teach-constructed-response-writing-explicitly.html> and  
<http://www.rochester.k12.mn.us/page/3213/downloadFile/2537>



The Georgia Department of Education provides student self-checklists for written response to English/Language Arts constructed response items (originally published in 2012). This checklist serves as a great guide for students to self-assess their performance on constructed response items.

Websites: <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/About%20and%20Student%20Self-Checklist%20-%20ELA.pdf>

A strategy being strongly encouraged throughout the district is R.A.C.E. Some resources for this strategy come from the Acadia school district in Louisiana as well as the Strategies for Teachers Wiki.

Websites: <http://www.acadia.k12.la.us/RHS/6635-CRO.html> and  
<http://strategiesforteachers.wikispaces.com/Answering+the+Constructed+Response+Question>

Another strategy is ACES (which is very similar to R.A.C.E.). Tech Know Teaching provides same questions and sample prompts for teacher use.

Websites:  
<http://www.techknowteaching.com/constructed-response.html>

## Help with Extended Response



The State of Louisiana's iLEAP assessment provides a number of great writing prompts that can be used by teachers to give student's practice with extended response items.

Website: <https://www.louisianabelieves.com/resources/library/practice-tests>

Eduplace provides an explanation of how to answer an extended response answer, starting with the introduction and working through the body into a well-developed conclusion.

Website: <http://www.eduplace.com/ss/vtp/testprep/essay.html>

Scholastic gives several writing structures to employ when addressing extended response.

Website: [http://www.scholastic.com/teachers/classroom\\_solutions/2011/03/state-assessments-extended-response](http://www.scholastic.com/teachers/classroom_solutions/2011/03/state-assessments-extended-response)

An extensive collection of prompts, student samples, rubrics, and teacher guidance is provided by the Chicago Public School's Office of Literacy.

Website: [http://ckmerr.cuipblogs.net/files/2011/12/ER\\_Handbook\\_OL\\_Revised\\_KM-21.pdf](http://ckmerr.cuipblogs.net/files/2011/12/ER_Handbook_OL_Revised_KM-21.pdf)

Vanderbilt University's Project Write provides the POW TREE graphic organizer for extended response concepts.

Website: <http://lc.vanderbilt.edu/projectwrite/tree-support.html>



# Web Sites to Obtain Formative Assessment Items

*Georgia Department of Education's Formative Item Bank*

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/OAS-Resources.a>

*Smarter Balanced Assessment Consortium (SBAC)*

<http://sampleitems.smarterbalanced.org/itempreview/sbac/ELA.htm>

<http://sampleitems.smarterbalanced.org/itempreview/sbac/index.htm>

*Partnership for Assessment of Readiness for College and Careers (PARRC)*

<http://www.parcconline.org/samples/item-task-prototypes>

*National Assessment of Educational Progress (NAEP)*

<https://nces.ed.gov/nationsreportcard/itmrlsx/default.aspx>

# Web Sites to Obtain Formative Assessment Items

## *Delaware Department of Education*

[http://www.doe.k12.de.us/aab/English\\_Language\\_Arts/linking\\_documents.shtml](http://www.doe.k12.de.us/aab/English_Language_Arts/linking_documents.shtml)

[http://www.doe.k12.de.us/aab/Mathematics/assessment\\_tools.shtml](http://www.doe.k12.de.us/aab/Mathematics/assessment_tools.shtml)

## *Kentucky Department of Education*

<http://education.ky.gov/AA/items/Pages/K-PREPItems.aspx>

## *New York State Education Department*

<http://www.engageny.org/resource/new-york-state-common-core-sample-questions>

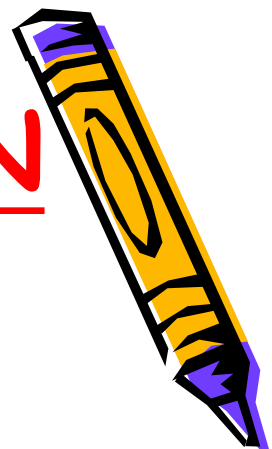
## *Louisiana Department of Education*

<http://www.louisianabelieves.com/resources/library/practice-tests>





CHECK OFTEN



Home → Curriculum, Instruction and Assessment → Assessment Research, Development and Administration → Georgia Milestones Assessment System

- Primary Assessments
- Access for ELLs
- Georgia Alternate Assessment (GAA)
- Georgia Kindergarten Inventory of Developing Skills (GKIDS)
- Georgia High School Writing Test (GHSWT)
- Georgia Milestones Assessment System**

## Georgia Milestones Assessment System

The Georgia Milestones Assessment System (Georgia Milestones) is a comprehensive summative assessment program spanning grades 3 through high school. Georgia Milestones measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in language arts, mathematics, science, and social studies. Students in grades 3 through 8 will take an end of grade assessment in each content area, while high school

### Contact Information

**Mary Nesbit-McBride, Ph.D.**  
**Assessment Specialist**

Georgia Milestones End of Course (EOC) (Lead Contact), End of Grade (EOG) & Test Administration Accommodations



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



# Questions and Answers

Thank you for your support!