



Digging Deep with GA Milestones

TITLE I PARENT WORKSHOP

JANUARY 20TH, 2016 AT HAMPTON ELEMENTARY CHARTER SCHOOL AND

JANUARY 21, 2016 AT CLOVER RANCH

PRESENTED BY:

BRIAN KEEFER, PRINCIPAL

DAVID BARBER, ASSISTANT PRINCIPAL

LISA ANGLEA, MILT

HOLLY WILLIAMS, LILT

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Goals

- ▶ Parents will understand the components of the GA Milestones
- ▶ Parents will gain knowledge of constructed responses for ELA and math
- ▶ Parents will understand where to find resources pertaining to GA Milestones

General Test Parameters

- ▶ 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).

Georgia Milestones Video

Georgia Department of Education

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

English Language Arts

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**

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**

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**

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**

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
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.

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

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

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**
entire assessment will be online this year

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.

Henry County Schools Testing Schedule

Main Testing Window: April 13 – May 5, 2016

Individual Test Date	Grade Level/Content Area
April 13, 2016	Grade 5 & 8 ELA (Part I/II)
April 14, 2016	Grade 5 & 8 ELA (Part III)
April 15, 2016	Grade 5 & 8 Math
April 18, 2016	Grade 5 & 8 Science
April 19, 2016	Grade 5 & 8 Social Studies
April 20, 2017	Grade 5 & 8 Make-Up/Grade 3 & 7 ELA (Part I/II)
April 21, 2016	Grade 3 & 7 ELA (Part III)
April 22, 2016	Grade 3 & 7 Math
April 25, 2016	Grade 3 & 7 Science
April 26, 2016	Grade 3 & 7 Social Studies
April 27, 2016	Grade 3 & 7 Make-Up/Grade 4 & 6 ELA (Part I/II)
April 28, 2016	Grade 4 & 6 ELA (Part III)
April 29, 2016	Grade 4 & 6 Math
May 3, 2016	Grade 4 & 6 Science
May 4, 2016	Grade 4 & 6 Social Studies
May 5, 2016	Grade 4 & 6 Make-Up

Re-Test Testing Window: May 23 – May 26, 2016

Individual Test Date	Grade Level/Content Area
May 23, 2016	Grades 3, 5 & 8 ELA (Part I/II)
May 24, 2016	Grades 3, 5 & 8 ELA (Part III)
May 25, 2016	Grades 5 & 8 Math
May 26, 2016	Make-Up



English Language Arts

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:

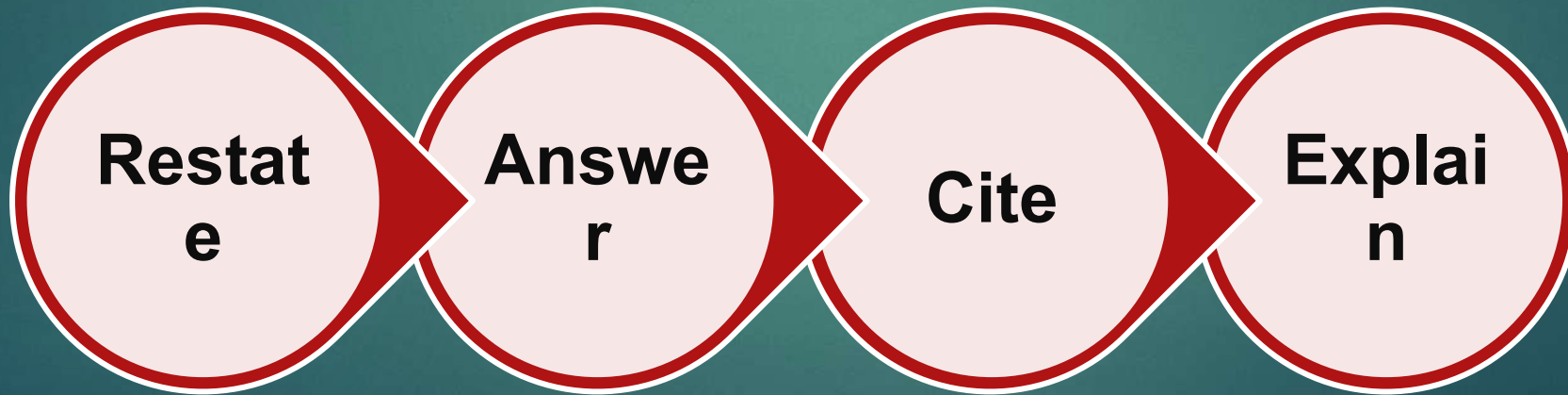
Students who simply rewrite excerpts from the passage(s) to illustrate their point(s) will not receive favorable scores.

Genres

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

What is RACE?

<https://prezi.com/lm1h2jni6kp4/races-writing-strategy/>



Response Rubric

Points	Description
2	The response achieves the following: • Gives sufficient evidence of the ability to determine the main idea or to explain the support for a main idea • Includes specific examples/details that make clear reference to the text • Adequately explains the main idea or gives an explanation with clearly relevant information based on the text
1	The response achieves the following: • Gives limited evidence of the ability to determine the main idea or to explain the support for a main idea • Includes vague/limited examples/details that make reference to the text • Explains the main idea or gives an explanation with vague/limited information based on the text
0	The response achieves the following: • Gives no evidence of the ability to determine the main idea or to explain the support for a main idea OR • Gives the main idea or an explanation, but includes no examples or no examples/details that make reference to the text OR • Gives the main idea, but includes no explanation or no relevant information from the text

Mathematics

Constructed Response – Rubric

Points	Descriptors
2	The response achieves the following: • The response demonstrates a complete understanding of the concept. All key elements are complete and correct. • Response shows application of a responsible and relevant strategy. • Mathematical ideas are expressed coherently through clear, logical, and fully developed responses using words, calculations, and/or symbols as appropriate.
1	The response includes the following: • The response demonstrates a partial understanding of the concept. • Some key elements are complete and correct; allow for correct parts based on a previous incorrect response(s). • Response shows application of relevant strategy, though it may be only partially applied or remain unexplained. • Mathematical ideas are expressed only partially using words, calculations, and/or symbols as appropriate.
0	The response includes the following: • The response demonstrates limited to no understanding of the concept. • Response shows no application of a strategy or application of an irrelevant strategy. • Mathematical ideas cannot be interpreted or lack of sufficient evidence to support a limited understanding.

Math Constructed Response Sample Question

Grade 5 Math Constructed Response

Peyton has a goal to walk 10,000 steps each day. On Thursday 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 Response #1 and #2

10000 times by 2.5 is 25000. 7338 times by 2.5 is 18345.
25000 minus 18435 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.

Achievement Levels

Achievement Levels

Beginning Learners do not yet demonstrate proficiency in the knowledge and skills necessary at the 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 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 and 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.

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 the Developing Learner will need reading remediation and are eligible to retest.

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

2015 – 2016 School Year

Mathematics – Grade 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.

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

Types of Reports

Types of Scores

- **Scale Scores**
 - Range varies depending on grade level and content areas
- **Achievement Level Cut Scores**
 - Developing Learner: 475
 - Proficient Learner: 525
 - Distinguished Learner: varies from 555 to 610

End of Grade – Individual Student Report (ISR) Sample

**** Illustration purposes only ****

SAMPLE STUDENT NAME

GTID: 1234567890

BIRTHDATE: MM/DD/YYYY

TEST DATE: 03/30/15

FORM: 5T

CLASS NAME: ANY CLASS

SCHOOL NAME: ANY SCHOOL

SYSTEM NAME: ANY SYSTEM

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 (EOG) 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.

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

CONTENT AREA	ENGLISH LANGUAGE ARTS	MATHEMATICS	SCIENCE	SOCIAL STUDIES
	LEVEL 3 PROFICIENT LEARNER	LEVEL 2 DEVELOPING LEARNER	LEVEL 4 DISTINGUISHED LEARNER	PRESENT, TEST NOT ATTEMPTED
ACHIEVEMENT LEVEL				
SCALE SCORE	540 CA* Scale Score Range: 525-591	500 Scale Score Range: 475-524	590 Scale Score Range: 569-745	PTNA

Achievement Levels

LEVEL 1: 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.

LEVEL 2: DEVELOPING LEARNERS 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.

LEVEL 3: 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.

LEVEL 4: 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.

*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.

For more information see the Score Interpretation Guide at testing.gadoe.org.

GA-EOG-ISR-92315-F

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SAMPLE STUDENT NAME

GTID: 1234567890

BIRTHDATE: MM/DD/YYYY

TEST DATE: 03/30/15

FORM: 5T

CLASS NAME: ANY CLASS

SCHOOL NAME: ANY SCHOOL

SYSTEM NAME: ANY SYSTEM

English Language Arts Grade 7



Achievement Level	Scale Score	Domain Category	Performance
✓ Level 3: Proficient Learner	540 CA*	Reading and Vocabulary	Grade Level or Above
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.		Writing and Language ¹	Extended Writing Informational/ explanatory essay score: Idea Development, Organization and Coherence: 3 out of 4 points Language Usage and Conventions: 2 out of 3 points Narrative Writing Response score: Condition Code C

Standard Error of Measurement (SEM): A scale score of 540 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 522-558.

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: 592-795				
Level 3: Proficient Learner Scale Score Range: 525-591	540 CA*	545	588	575
Level 2: Developing Learner Scale Score Range: 475-524				
Level 1: Beginning Learner Scale Score Range: 165-474				

Comparison to a National Sample of Students		
National Percentile	National Percentile Range	
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 TurnKeys, a nationally normed achievement test.	60	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.
		52-68

Your Student's Lexile Information		
Lexile Measure: 830L Lexile Range: 730L-830L	Lexcure Reading: 730L-830L Suggested Titles: A Farewell to Arms The Broken Bridge Midnight Hour Encores	Author Hemingway, Ernest Pulman, Philip Brooks, Bruce
The Lexile Framework for Reading matches 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 student's Lexile range can be found at the local library or by using the Find a Book database at www.gadoe.org . For more information, visit www.lexia.com/lexiaapp .	Motivating Challenge: 830L-880L Suggested Titles: A Semester in the Life of a Garbage Bag The October Harrows Wuthering Heights	Author Korman, Gordon Haring, Donald Bronia, Emily
		Lexile 730L 780L 820L 840L 860L 880L

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.

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Where do I go to get more
information?

Georgia Department of Education

<http://www.gadoe.org>

Henry County Schools

<http://www.henry.k12.ga.us>