

GEORGIA MILESTONES ASSESSMENT SYSTEM

Why the change, What to expect, How to
prepare



Why the Change?

Why The Change?



- New Curriculum in ELA and Math (Common Core)
- Increase rigor of Georgia state assessments
- Consistent assessment system across grades 3-HS

What to Expect

Unique Features

Test Parameters

Georgia Milestones Unique Features

- Constructed response items in ELA and Math
- Inclusion of a writing component in response to text
- Inclusion of norm reference items
- Transition to online administration over time
 - Year 1 -30%
 - Year 3-80%
 - Year 5-100%

Georgia Milestones Unique Features

□ *Item Types*

□ Selected Response

- all content areas

□ Constructed-response in ELA and math

- Shorter response

□ Extended-response in ELA and math

- More elaborate response, multiple parts, allows for multiple correct answers

□ Technology-enhanced in 2016-2017

- Field testing this year in math

ELA Test Parameters

- **2 Days**
- **Day 1-section 1 and section 2**
 - ▣ Selected response, constructed response, extended response (narrative prose)
- **Day 2-section 3**
 - ▣ Read two passages
 - ▣ 1 constructed response question
 - ▣ 3 multiple choice questions
 - ▣ 1 extended response

Math Test Parameters

□ **1 Day- 2 sections**

- Selected response, 2 constructed response, 1 extended response
- Technology enhanced field test items
- MS Only- basic calculator use in 6th grade
- MS Only- basic or scientific calculator use in 7th and 8th grade

Science and Social Studies Parameters

- **1 Day- 2 sections**
 - Selected response

Online Testing

- Students with read aloud accommodations
- Other accommodations
- Additional 5th and 8th grade students
- <http://learnoas.ctb.com/GA/>

Schedule

- Hand out

Promotion/Retention/Grades

Rule Waiver: 160-4-2-.11 Promotion, Placement, and Retention sections (3)(a), (3)(b), (3)(c) and 160-4-2-.13 Statewide Passing Score sections (2)(d), (2)(e), (2)(f)

Based upon the delay of scores in this first year of Georgia Milestones due to the necessary and required technical work involved, including setting achievement expectations (i.e., cut scores), specific provisions of these two Board Rules were waived **for the 2014-2015 school year** – through July 31, 2015.

- Promotion in grades 3, 5, and 8 may occur based upon local discretion/policy.
- Local systems should develop policies related to the calculation of final course grades for courses requiring a Georgia Milestones end of course assessment during 2014-2015.
 - Final exam will be given and counted as summative grade

Test Results

- Scores will arrive in Fall of 2015



How to Prepare

Classroom Preparation

for online testing

ELACC (K-12) W6 Standard

- **ELACCKW6:** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- **ELACC3W6:** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- **ELACC6W6:** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- **ELACC8W6:** Use technology, including the Internet, to produce and publish writing & present the relationships between info. and ideas efficiently as well as to interact and collaborate with others.
- **ELACC11-12W6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Interaction with Technology in the Classroom

- Online reading at all levels
- Online responding at all levels
 - ▣ Microsoft Word
 - ▣ PowerPoint Presentations
 - ▣ Wikispaces
 - ▣ Wixie (K-5)
 - ▣ Edublog (K-12)
 - ▣ VoiceThread (K-12)
 - ▣ Discussion Boards
 - ▣ And More...

Wixie-3rd Grade Example



Cesar Chavez!

Cesar Chavez was born in Yuma, Arizona in 1927. His family became MIGRANT FARM WORKERS and moved to California when he was very young.



When Cesar was growing up, he often had to walk to school barefoot because his family did not have much money. Sometimes he even had to skip school to help his family! Can you imagine that?

Cesar later helped the National Farm Workers Association (NFWA). He also led a boycott of grapes and lettuce. He walked 1,000 miles just to raise awareness that workers were getting sick from the pesticides farm owners were using. Cesar Chavez died in 1993.



Give us more
MONEY!!!!!!! RIGHTS!

Fun Fact: Cesar Chavez
changed schools more than
30 times before the 8th
Grade!

Migrant farm workers : During the Great Depression, many farmers moved from place to place, harvesting crops. They were called migrant farm workers.

Discussion Posting-itslearning Kindergarten



What do you know about Spiders? Click [+](#) Start New Thread to tell what you know about spiders.

spider have 8 legs and eat insect.

Yes, Nathen! Great job. Spiders catch the insects in their webs so they can eat them.

Font

-

Size

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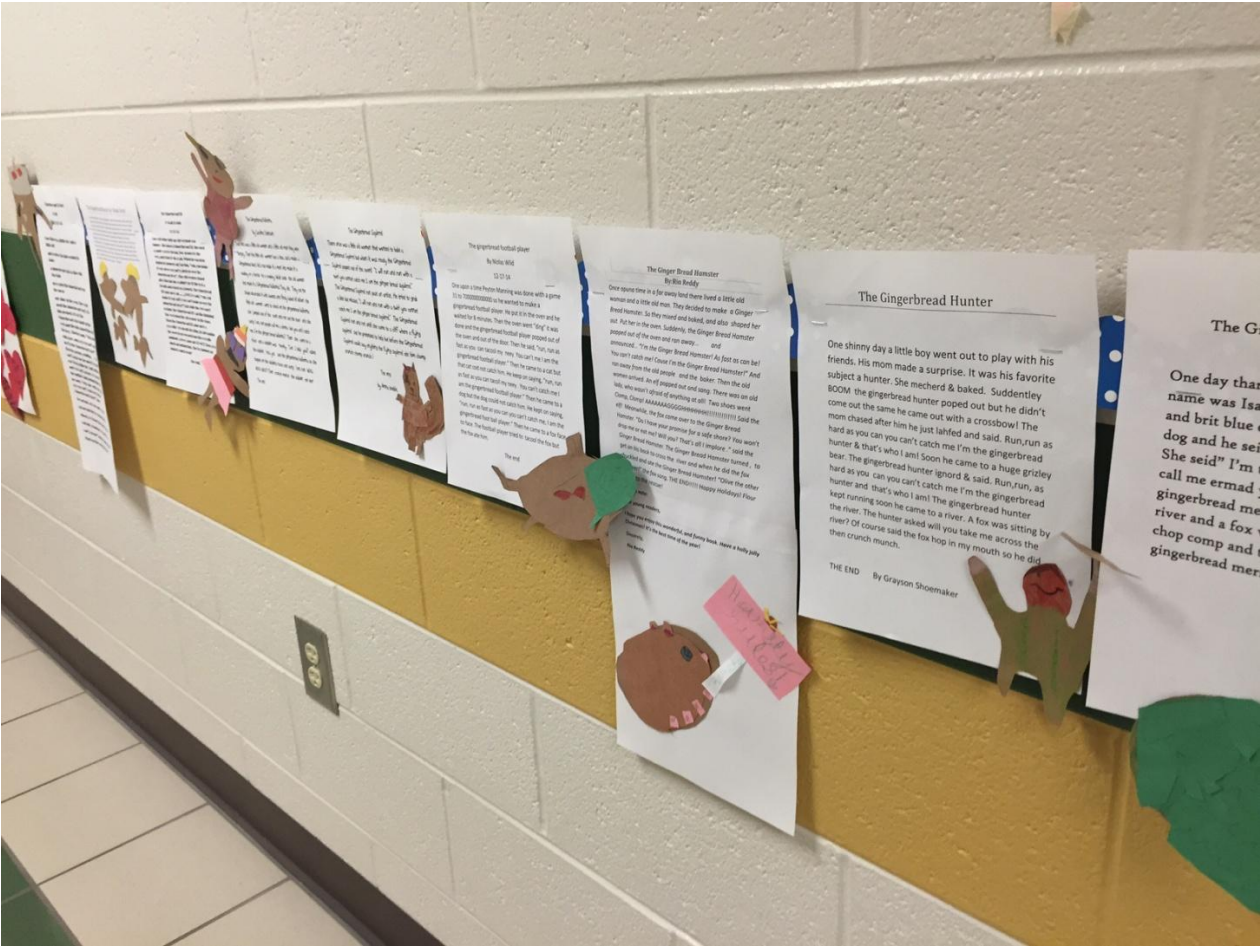


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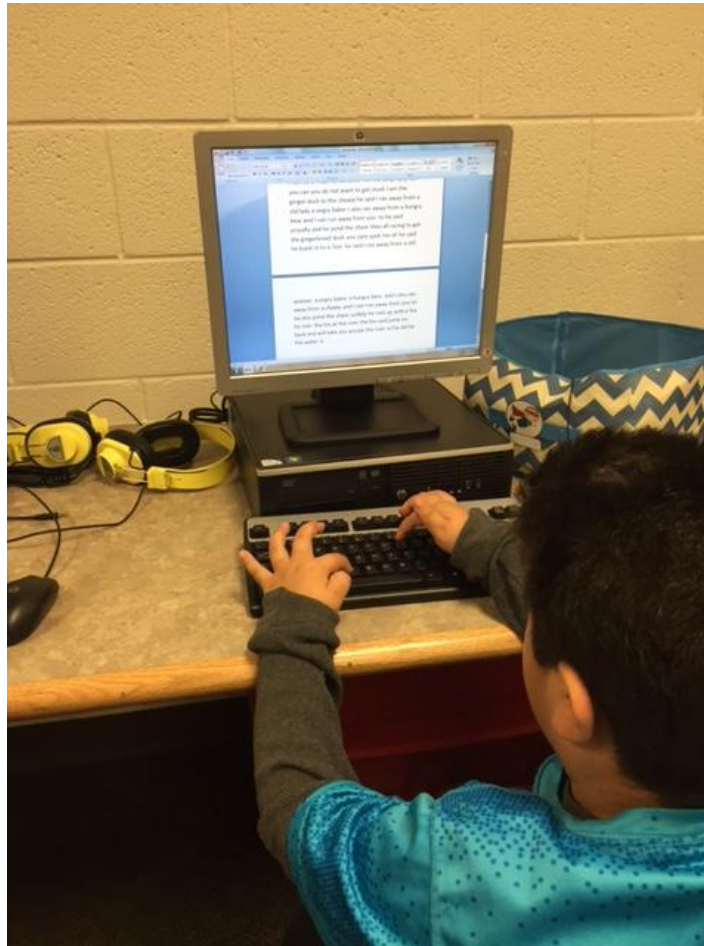
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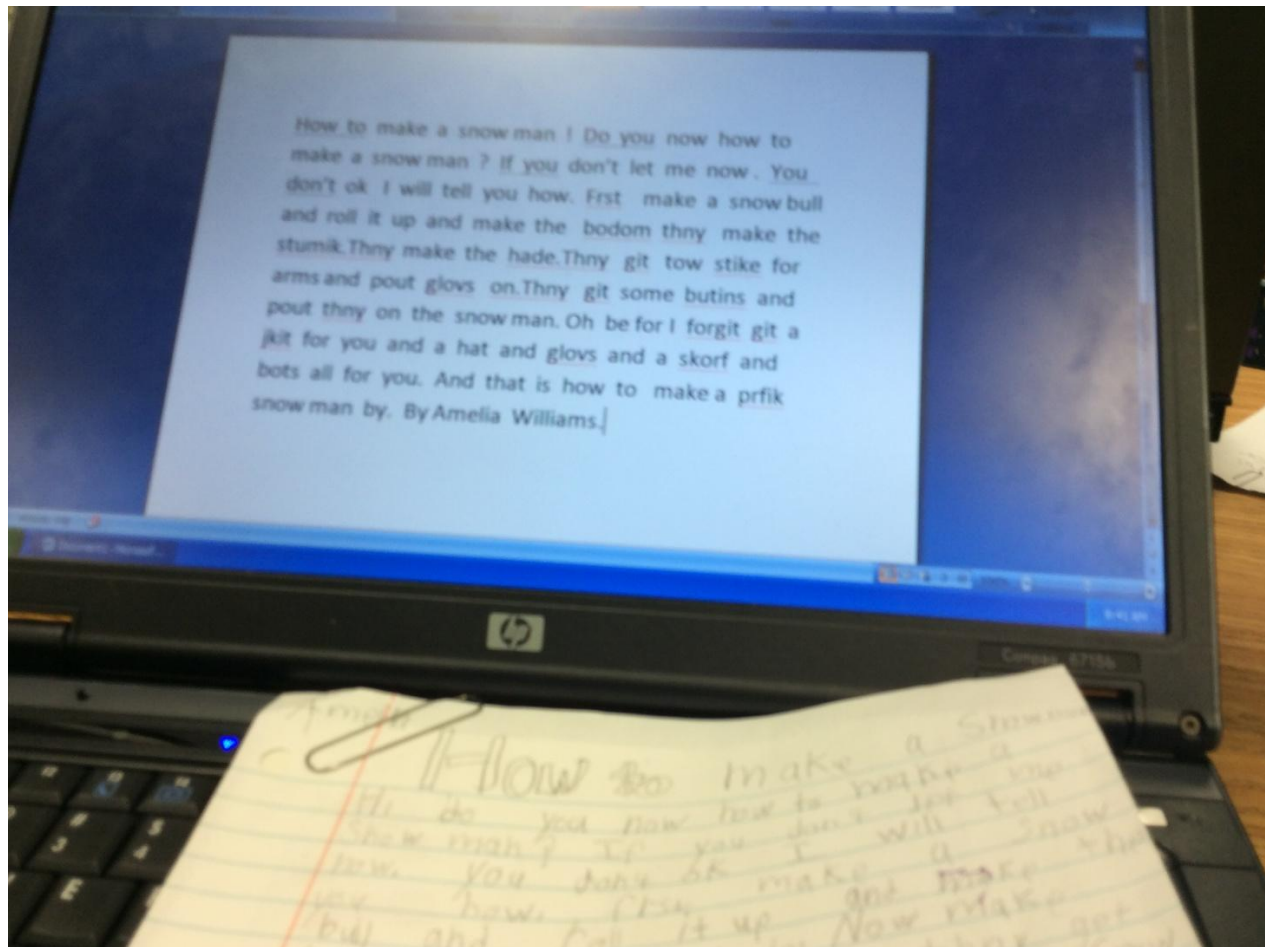
First Grade-Writing



First Grade



2nd Grade-Writing Project



Discussion Posting-itslearning

5th Grade



Writing Scenario - Place Value

Assignment



Nolan and Pauli were having a disagreement. Nolan says that he is richer than Pauli because he has \$3,788.26 in the bank. Pauli says that her \$3,798.26 in the bank makes her richer. In a well organized response, explain who is the rich one and why. Be sure to include details and watch for grammatical errors.

Answer

Comment

Pauli is right. Pauli is right because she said she has 3,798.26 and Nolan said he had 3,788.26. Therefore she has 10 more dollars than Nolan. ~~she is right because it compared their money and it was 10 dollars apart.~~ ~~That's how I figured out that Pauli had more money than Nolan.~~

Great job! Excellent! Great use of details to support your answer. However, I'm concerned about where you got the answer of 10. There are also some grammatical mistakes that can easily be avoided if you checked over your work before hitting submit. Please do not misspell the names that are written correctly on the scenario. Nice job! Keep working hard!

Wikispaces- 7th Grade Science

☆ home



Title; *The Great Egg Drop*

***Introduction/Purpose;** The purpose of this egg drop was to drop an egg from a height of 5.71 meters to see if it would break, to understand Inertia and Newton's Laws of Motion, and also momentum. **Hypothesis:** If we insert a lot of protection (Cotton Balls, tissue paper, and socks) then the egg will be less likely to crack or break.*

***Materials;** The materials we used in the egg drop were, 20 cotton balls (0.5g), tissue paper, 10*10cm Cardboard, Duck tape (red), Ruler, eggs, and glue. The mass of each cardboard square was 4.4g, and the total mass of the whole container was 69.1g.*

Step by Step instructions;

First measure out the cardboard, making each square side 10*10cm long (6 squares). Next cut out each square carefully, right on the straight line. Then glue the squares together to make a perfect box. After that tape the whole box on the outside (extra support). Next tape one of the sides down on the extra square you have left, on the opening space to make a lid. Then put the 10 Cotton balls into your box. After that, then glue 7 cotton balls to the top of your lid. Next lay the tissue on top of the cotton balls. Next put your egg inside your sock. Then wrap a fluffy sock around your egg. Lastly when you're ready to drop tape the other side of your lid, then you are ready to DROP!

Conclusions; The data we discovered that told us about this experiment, was that if you put a lot of pressure on to the egg (like we did) it will increase the possibility of the egg breaking. Once we decrease the pressure on the egg it didn't break. The first time we dropped our egg it broke, so we decided to add more cotton balls (which added more pressure). Our hypothesis was incorrect, because the pressure of all the materials and the pressure of the egg hitting the ground caused it to break. We learned from completing this experiment that if you reduce the pressure around/on the egg it will be less likely to break.

K-5 Keyboarding Taskforce

- Created K-6 document to guide teachers
- Working with CTAE and middle schools for plan

What will the test cover?

- State standards
 - Blueprints
 - Content weights
 - [DOE Website](#)

Study Guides

- The DOE is creating study guides for each grade/content area
- Check website

What to do with your child

- **ASK**
 - Why?
 - How do you know?
 - Where can you find that in the text?
 - Explain what you mean?
 - Is there another way...what would that be?
- **The key is to get students to justify their answer!!**

Parent Resources

- [Common Core Roadmaps](#)
- Handouts
- Georgia Milestones End of Grade Resources
- Ed Extras
- Growing readers!

Contact Information

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Questions

