

# *Mining the Milestones*

*Presented By:*  
*The*  
*4th Grade Team*  
*Hayes Elementary*  
*3/29/16*

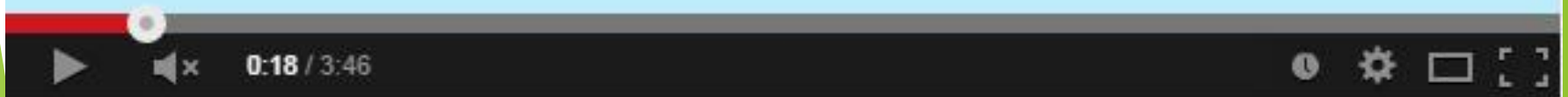
## Goals for this Session:

*By the end of this session, participants will be able to:*

1. Explain the composition and purpose of the Georgia Milestone Assessment System;
2. Outline the specific types of items that students can expect on the exam;
3. Identify ways to find resources to support and prepare students for the Georgia Milestone Assessment System;

# Georgia Milestones Video

GEORGIA  
**MILESTONES**  
ASSESSMENT SYSTEM



# What is the Georgia Milestones Assessment System?

- ▶ The Georgia Milestone Assessment System known as Georgia Milestones replaced the CRCT, EOCT and Writing Assessment, beginning in the 2014-15 school year.
- ▶ The 3,5 and 8<sup>th</sup> grade Writing Assessment and the CRCT-M will no longer be administered.
- ▶ This test will offer consistent expectations and rigor to position Georgia students to compete with peers nationally and internationally

# Georgia Milestones Assessment System

- ▶ Increase expectations for student learning and achievement;
- ▶ Embed norm-referenced items to provide a national comparison;
- ▶ Align expectations with other external measures to send consistent signal of how Georgia students are doing compared to their peers; and
- ▶ Involve University System of Georgia (USG) and Technical College System of Georgia (TCSG) in the development to ensure the assessments signal college and career readiness.

# Comprehensive, Coherent, Consolidated

- Single program; not a series
  - Combine ELA, Reading and Writing into one assessment.
- Consistent expectations and rigor to position students to compete nationally and internationally
- Georgia has the lowest achievement expectations in the nation [cut scores]; but we do not have the lowest performance in the nation.
- Consistent message about students' preparedness for the next level and their achievement within systems and external (NAEP, PSAT, SAT, ACT)

# Georgia Milestones Assessment System

## Grades 3 - 8<sup>th</sup>

- ▶ Georgia Milestones End of Grade (EOG) tests will be administered in language arts, mathematics, science and social studies.

## High School

- ▶ Georgia Milestones End of Course (EOC) tests will be administered in 9<sup>th</sup> Grade Literature and Composition, American Literature and Composition, Coordinate Algebra, Analytic Geometry, Physical Science, Biology, US History and Economics.

## How will the Georgia Milestones be Administered?

The Georgia Milestones will transition to an online administration over a five year period.

- ▶ There are small groups of students that took it online last year.
- ▶ There will be small groups that take it online this year as well.



# Georgia Milestones

## General Test Parameters

- ▶ ELA will consists of 3 sections, 1 of which will focus mainly on writing
- ▶ Mathematics will consist of 2 sections
- ▶ Science will consist of 2 sections
- ▶ Social Studies will consist of 2 sections

Each section will be approximately 70 minutes.

# Georgia Milestones

## General Test Parameters: ELA

### Criterion-Referenced

Total Number of Items: 44 / Total Number of Points: 55

#### Breakdown by Item Type:

- 40 Selected Response (worth 1 point each; 10 of which are aligned NRT)
- 2 Constructed Response (2 points each)
- 1 Constructed Response (worth 4 points)
- 1 Extended Response (worth 7 points)

# Reading/ELA - Assessment Item

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

## Part A

List the ways Tracey's mom helps her daughter get a new bike.

## Part B

Explain how her mom's actions influenced Tracey's attitude throughout the story. Use details from the story to support your explanation.

**Be sure to complete ALL parts of the task.**

6.RL.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution.

- ▶ Multiple-Parts
- ▶ Text Dependent Questions
- ▶ Deeper Understanding

# 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.

# Georgia Milestones

## General Test Parameters: Mathematics

### Criterion-Referenced

Total Number of Items: 53 / Total Number of Points: 53

Total number of items taken by each student: 73

#### 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

# Georgia Milestones

## General Test Parameters: 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

# Georgia Milestones

## General Test Parameters: Social Studies

### Criterion-Referenced

Total number of items taken by each student: 75

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

# Administration Times

Content Area/Course	Test Section(s)	Minimum Time Per Section(s)	Maximum Time Per Section(s)
English Language Arts	1 and 2	60	70
English Language Arts	3	70	90
Mathematics	1 and 2	60	80
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.

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

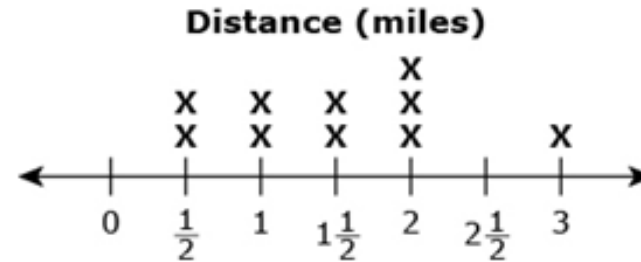


# What Types of Test Items Will be on the Georgia Milestones?

- Constructed-response in ELA and mathematics
- Selected response items in all content areas
- Evidence-based selected response in ELA
- Extended response in ELA and Mathematics
- A writing component (in response to text) at every grade level and course within the ELA assessments
- Norm-referenced items in every grade and content area to complement the criterion-referenced information and to provide a national comparison
- Technology-enhanced items, beginning 2016-17.

# Mathematics – Assessment Item

Kyle asked several of his classmates how far they lived from the nearest gas station. The line plot shows the distribution of data from Kyle's question.



## Part A

Kyle said the data could be described as having a range of  $2\frac{1}{2}$  and a median of 2. Is Kyle correct? Explain your answer.

## Part B

Did Kyle ask a statistical question? Explain your answer.

## Part C

What is the mean absolute deviation of the data? Show your work.

## Part D

Write an expression showing the distance traveled by the person living  $1\frac{1}{2}$  miles from the gas station if  $n$  represents the number of round trips the student made to the gas station. Explain your answer.

**Be sure to complete ALL parts of the task.  
Write your answer and show your work on the paper provided.  
Do NOT type your answer in the text box below.**

- ▶ Scaffolded
- ▶ Constructed Response
- ▶ Students explain their responses
- ▶ Students show work

# Multiple Choice

Which fraction is largest?

(A)  $\frac{1}{4}$

(B)  $\frac{1}{2}$

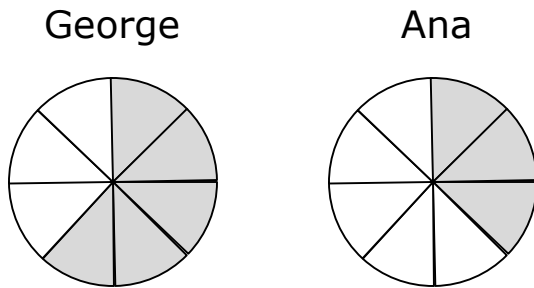
(C)  $\frac{1}{6}$

(D)  $\frac{1}{3}$



# 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.



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

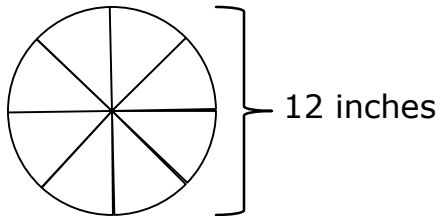
$$\frac{3}{8}$$



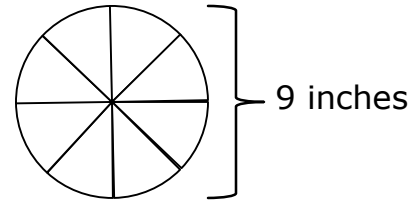
# Constructed Response

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

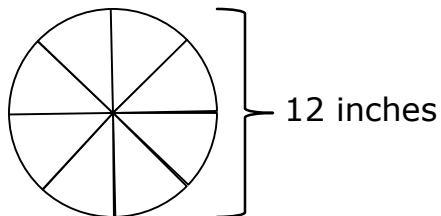


Ana

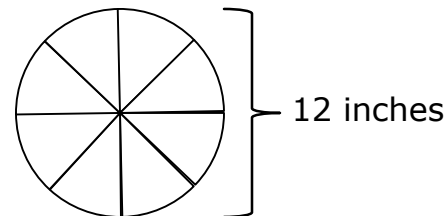


George is right. His pizza was bigger so  $\frac{1}{2}$  of a bigger pizza is more than  $\frac{1}{2}$  of a smaller pizza.

George



Carlos



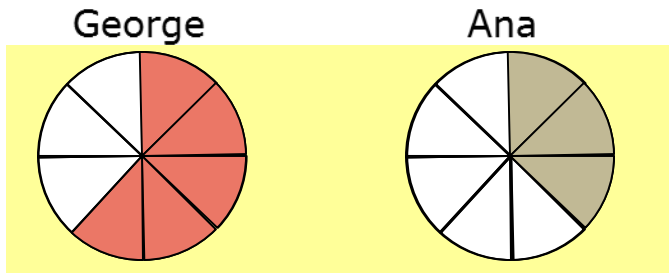
Carlos has a 12-inch pizza. He ate  $\frac{1}{4}$  of his pizza. Did George or Carlos eat more pizza? Explain your answer.

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.

# Technology Enhanced

## Not available yet

George and Ana each had a 12-inch pizza. George ate  $\frac{5}{8}$  of his pizza. Ana ate  $\frac{3}{8}$  of her pizza. Shade in the amount of pizza George and Ana ate.



Use the symbol  $>$ ,  $=$ , or  $<$  to show who ate more pizza.

George		Ana
$\frac{5}{8}$	$>$	$\frac{3}{8}$

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

# Key Findings From Pilots of Formative Open-Ended Items

- Overall performance shortfalls
  - Students are not familiar with these types of items
    - Many respond ‘DNK’ - as in ‘do not know’
  - Don’t seem to understand the need to “show” their work, detail their thoughts, rationales, cite evidence to support their answer or claim
    - Tendency is to cite answer only - as if a multiple-choice item
  - Don’t read carefully and answer all parts of the question/item

# Did that help?

- ▶ This was an overview of the Milestones test that your child will be taking after Spring Break.
- ▶ Teachers will have a link to the PowerPoint on their blogs so it can be viewed at a more leisurely pace.
- ▶ Packet that Mrs. Walker is about to go over will help with extra practice.
- ▶ **Thank you for coming!**