Georgia Milestones Assessment System (GMAS)

Walnut Grove Elementary School
Parent Meeting
Monday, March 16, 2015
6:30 PM
- Georgia Milestones
- Item Types
- General Test Parameters
- Content Weights
- Modes of Test Administration
- Administration Times
- Calendar
- WGES Preparation
- Resources
Georgia Milestones

- **Grades 3 – 8**
  - End of Grade (EOG) in language arts, mathematics, science, social studies

- **Consistent**
  - consistent expectations and rigor to position Georgia students to compete with peers nationally and internationally
  - consistent signal about student preparedness for the next level, be it the next grade, course, or college/career

- **Consolidated**
  - combine reading, language arts, and writing into a single measure to align to the standards
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Features include:

- inclusion of constructed-response items in ELA and mathematics, in addition to selected-response items
- inclusion of a writing component (in response to text) at every grade level and course within the ELA assessment;
- inclusion of norm-referenced items in every grade and content area to complement the criterion-referenced information and to provide a national comparison; and
- transition to online administration over time, with online administration considered the primary mode of administration and paper-pencil back-up until transition is completed.
Georgia Milestones

Transition to Online

- Online administration will be the primary mode of administration for Georgia Milestones, with paper/pencil serving as back-up
  - transition will occur over time
- Administration procedures will change
- Online practice center will be available for students
- Year 1: minimum of 30% online
- Year 3: minimum of 80% online
- Year 5: minimum of 100% online

A demo of CTB’s online platform can be accessed at this link – http://experience-ga.ctb.com/
Click on any one of the tests to open the Sample Test Page
• Click on “Start the test” at the top of the web page
• Click on “Login”, no credentials are required

Note – this demo was designed for the CRCT Retest in mind so the tests that you will see are for Grades 3, 5 & 8, Reading & Math.
Item Types

- Selected-Response [aka, multiple-choice]
  - all content areas
  - evidence-based selected response in ELA

- Constructed-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
  - ELA and mathematics
  - 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.

- Technology Enhanced
  - to begin in 2016-2017
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General Test Parameters

- ELA will consist 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
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General Test Parameters

- **Criterion-referenced** tests and assessments are designed to measure student performance against a fixed set of predetermined criteria or learning standards.

- **Norm-referenced** refers to standardized tests that are designed to compare and rank test takers in relation to one another. Norm-referenced tests report whether test takers performed better or worse than a hypothetical average student, which is determined by comparing scores against the performance results of statistically selected group of test takers, typically of the same age or grade level, who have already taken the exam.
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General Test Parameters: ELA

Criterion-Referenced

Total Number of Items: 44

Breakdown by Item Type:
- 40 Selected Response
- 2 Constructed Response
- 1 Constructed Response
- 1 Extended Response

Norm-Referenced

- Total Number of Items: 20

Embedded Field Test

- Total field test items: 6
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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:
  o 3 selected-response items asking about the salient features of each passage and comparing/contrasting between the two passages
  o 1 constructed-response item requiring linking the two passages
  o 1 writing prompt in which students must cite evidence to support their conclusions, claims, etc.

Genres

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

Warning: Writing prompts will be informative/explanatory or opinion/argumentative depending on the grade level. Students could encounter either genre.
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General Test Parameters: Mathematics

Criterion-Referenced
  Total Number of Items: 53
  Breakdown by Item Type:
    - 50 Selected Response
    - 2 Constructed Response
    - 1 Constructed Response

Norm-Referenced
  Total Number of Items: 20

Embedded Field Test
  Total field test items: 10
Georgia Milestones

General Test Parameters: Science

Criterion-Referenced
Total Number of Items: 55

Breakdown by Item Type:
- 55 Selected Response

Norm-Referenced
- Total Number of Items: 20

Embedded Field Test
- Total field test items: 10
Georgia Milestones

General Test Parameters: Social Studies

Criterion-Referenced
- Total Number of Items: 55
  - Breakdown by Item Type:
    - 55 Selected Response

Norm-Referenced
- Total Number of Items: 20

Embedded Field Test
- Total field test items: 10
Which fraction is largest?

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

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

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

D \( \frac{1}{3} \)
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: \(\frac{3}{8}\)

George ate more pizza than Ana.

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

\[
\text{12 inches}
\]

Ana

\[
\text{9 inches}
\]

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

\[
\text{12 inches}
\]

Carlos

\[
\text{12 inches}
\]

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.
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: $\frac{5}{8}$
Ana: $\frac{3}{8}$

$\frac{5}{8} > \frac{3}{8}$
Georgia Milestones Content Weights
for the 2014-2015 School Year

The chart below shows the approximate weight for each domain on the Georgia Milestones End of Grade measures. Each Georgia Milestones measure is aligned to the state-adopted content standards.

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Domain</th>
<th>Approximate Percent of Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>Reading and Vocabulary</td>
<td>53%</td>
</tr>
<tr>
<td></td>
<td>Writing and Language</td>
<td>47%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Operations and Algebraic Thinking</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Number and Operations</td>
<td>35%</td>
</tr>
<tr>
<td></td>
<td>Measurement and Data</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>Geometry</td>
<td>10%</td>
</tr>
<tr>
<td>Science</td>
<td>Earth Science</td>
<td>34%</td>
</tr>
<tr>
<td></td>
<td>Life Science</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>Physical Science</td>
<td>33%</td>
</tr>
<tr>
<td>Social Studies</td>
<td>History</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>Geography</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Government/Civics</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>Economics</td>
<td>20%</td>
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<td></td>
<td>Number and Operations in Base 10</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Number and Operations - Fractions</td>
<td>30%</td>
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<td>Physical Science</td>
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<tr>
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<td>History</td>
<td>50%</td>
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<tr>
<td></td>
<td>Geography</td>
<td>15%</td>
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<tr>
<td></td>
<td>Government/Civics</td>
<td>20%</td>
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<tr>
<td></td>
<td>Economics</td>
<td>15%</td>
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The chart below shows the approximate weight for each domain on the Georgia Milestones End of Grade measures. Each Georgia Milestones measure is aligned to the state-adopted content standards.

### Grade 5

<table>
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<tbody>
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<td>10%</td>
</tr>
<tr>
<td></td>
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<td>25%</td>
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<tr>
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<td>Number and Operations - Fractions</td>
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<td>Science</td>
<td>Earth Science</td>
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<td></td>
<td>Life Science</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>Physical Science</td>
<td>30%</td>
</tr>
<tr>
<td>Social Studies</td>
<td>History</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>Geography</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>Government/Civics</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Economics</td>
<td>15%</td>
</tr>
</tbody>
</table>
Modes of Test Administration - 2015

- Paper and Pencil
  - 3rd and 4th grade students will utilize this mode of administration

- Online
  - 5th grade students will utilize this mode of administration
  - Students with an IEP Read Aloud accommodation will utilize this mode of administration
# Administration Times

<table>
<thead>
<tr>
<th>Content Area/Course</th>
<th>Test Section(s)</th>
<th>Minimum Time Per Section(s)</th>
<th>Maximum Time Per Section(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>1 and 2</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>English Language Arts</td>
<td>3</td>
<td>70</td>
<td>90</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1 and 2</td>
<td>60</td>
<td>80</td>
</tr>
<tr>
<td>Science</td>
<td>1 and 2</td>
<td>50</td>
<td>70</td>
</tr>
<tr>
<td>Social Studies</td>
<td>1 and 2</td>
<td>50</td>
<td>70</td>
</tr>
</tbody>
</table>

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.
# Calendar

<table>
<thead>
<tr>
<th>MON 4-20</th>
<th>TUE 4-21</th>
<th>WED 4-22</th>
<th>THU 4-23</th>
<th>FRI 4-24</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA SECTION 1 &amp; 2</td>
<td>ELA SECTION 3/Writing</td>
<td>MAKE UP</td>
<td>MATH</td>
<td>MAKE UP</td>
</tr>
<tr>
<td>MON 4-27</td>
<td>TUE 4-28</td>
<td>WED 4-29</td>
<td>THU 4-30</td>
<td>FRI 5-1</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>MAKE UP</td>
<td>SOCIAL STUDIES</td>
<td>MAKE UP</td>
<td>MAKE UP</td>
</tr>
</tbody>
</table>
WGES Preparations
Progression of Text-dependent Questions

- General Understandings
- Key Details
- Vocabulary and Text Structure
- Author's Purpose
- Inferences
- Opinions, Arguments, and Intertextual Connections

Teachers ask questions at various levels.
Teachers have many resources available to support instruction.
Close Reading Strategy
Teachers show students how to use the following strategies.

- Read closely.
- Think deeply about texts.
- Use purposeful notation.
- Reread with purpose.
  - Key Ideas and Details
  - Craft and Structure
  - Integration of Knowledge and Ideas
- Use language that focuses on text. [According to the text...; The author stated...]
- Use R.A.C.E. strategy: Restate Question, Answer, Cite Evidence, Explain
  R – Restate question
  A - Answer the question in a complete sentence correctly.
  C - Cite evidence from the passage that supports the answer
  E – Expand (explain) the answer
Students are learning how to annotate a text by using a combination of symbols and notes.
Georgia Department of Education resources

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 students will take an end-of-course assessment for each of the eight courses designated by the State Board of Education.

Features the Georgia Milestone Assessment System include:
<table>
<thead>
<tr>
<th>Grade</th>
<th>Login</th>
<th>Password</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st grade</td>
<td>Grade1</td>
<td>Grade1</td>
</tr>
<tr>
<td>2nd grade</td>
<td>Grade2</td>
<td>Grade2</td>
</tr>
<tr>
<td>3rd grade</td>
<td>Grade3</td>
<td>Grade3</td>
</tr>
<tr>
<td>4th grade</td>
<td>Grade4</td>
<td>Grade4</td>
</tr>
<tr>
<td>5th grade</td>
<td>Grade5</td>
<td>Grade5</td>
</tr>
</tbody>
</table>

To see Student Tests for this grade:

To see the Student Tests for this grade, use the following login and password:

- **1st grade**: Logon ID = Grade1, Password = Grade1
- **2nd grade**: Logon ID = Grade2, Password = Grade2
- **3rd grade**: Logon ID = Grade3, Password = Grade3
- **4th grade**: Logon ID = Grade4, Password = Grade4
- **5th grade**: Logon ID = Grade5, Password = Grade5

Georgia Department of Education resources

https://www.georgiaoas.org/servlet/a2l
Georgia Department of Education resources

http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-End-of-Grade-Assessment-Guides.aspx
Encourage your child to...

- Listen and pay attention in class
- Ask questions in class
- Ask the teacher for help
- Complete homework
- Read often
- Write in complete sentences
- Review EOG (End of Grade) Assessment Guide
- Practice similar test items on OAS
Resources

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