Supporting Your Child

- Discuss the new tests with your child.
- Explain the purpose for the change.
- Explain to your child that the tests will initially be more challenging.
- Review test results with your child.
- Provide a quiet, comfortable place for studying at home and make sure your child gets a good night’s sleep before a test.
- remind your student to read the directions carefully and to not rush through a test.
- Don’t schedule appointments, trips or other interruptions during testing.
Mission Possible: The New Georgia Milestones
A DeKalb County School District Presentation to Parents
Why are the new Georgia Milestones needed?

1. Georgia needs more rigorous assessments to match the rigor of the Common Core State Standards.

2. Georgia needs to eliminate the gap between state assessment outcomes and national outcomes.

Example of the Gaps

* SAT data reflects 71% of Class of 2013
** ACT data reflects 51% of Class of 2013
## Overall ELA Pilot Summary Data

### Number of students and percent falling into each score point

<table>
<thead>
<tr>
<th>Grade</th>
<th>Incorrect or Irrelevant</th>
<th>Minimally Demonstrated</th>
<th>Basically Demonstrated</th>
<th>Clearly Demonstrated</th>
<th>Thoroughly Demonstrated</th>
<th>Total student N/</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5837</td>
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<td>1208</td>
<td>2713</td>
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<td>374</td>
<td>71</td>
<td>5904</td>
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<tr>
<td></td>
<td>20.7%</td>
<td>46.5%</td>
<td>25.2%</td>
<td>6.4%</td>
<td>1.2%</td>
<td>100.0%</td>
</tr>
<tr>
<td>4</td>
<td>1223</td>
<td>2593</td>
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<td>367</td>
<td>146</td>
<td>6740</td>
</tr>
<tr>
<td></td>
<td>20.7%</td>
<td>43.9%</td>
<td>26.7%</td>
<td>6.2%</td>
<td>2.5%</td>
<td>100.0%</td>
</tr>
<tr>
<td>5</td>
<td>1148</td>
<td>2038</td>
<td>2192</td>
<td>1054</td>
<td>308</td>
<td>6070</td>
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<tr>
<td></td>
<td>17.0%</td>
<td>30.2%</td>
<td>32.5%</td>
<td>15.6%</td>
<td>4.6%</td>
<td>100.0%</td>
</tr>
<tr>
<td>6</td>
<td>781</td>
<td>2427</td>
<td>1839</td>
<td>826</td>
<td>197</td>
<td>7030</td>
</tr>
<tr>
<td></td>
<td>12.9%</td>
<td>40.0%</td>
<td>30.3%</td>
<td>13.6%</td>
<td>3.2%</td>
<td>100.0%</td>
</tr>
<tr>
<td>7</td>
<td>913</td>
<td>2389</td>
<td>2310</td>
<td>1132</td>
<td>286</td>
<td>6749</td>
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<tr>
<td></td>
<td>13.0%</td>
<td>34.0%</td>
<td>32.9%</td>
<td>16.1%</td>
<td>4.1%</td>
<td>100.0%</td>
</tr>
<tr>
<td>8</td>
<td>1322</td>
<td>2673</td>
<td>1856</td>
<td>729</td>
<td>169</td>
<td>6749</td>
</tr>
<tr>
<td></td>
<td>19.6%</td>
<td>39.6%</td>
<td>27.5%</td>
<td>10.8%</td>
<td>2.5%</td>
<td>100.0%</td>
</tr>
<tr>
<td>HS (9th Lit)</td>
<td>1362</td>
<td>2732</td>
<td>1332</td>
<td>463</td>
<td>90</td>
<td>5979</td>
</tr>
<tr>
<td></td>
<td>22.8%</td>
<td>45.7%</td>
<td>22.3%</td>
<td>7.7%</td>
<td>1.5%</td>
<td>100.0%</td>
</tr>
<tr>
<td>HS (Am Lit)</td>
<td>1115</td>
<td>2407</td>
<td>1938</td>
<td>584</td>
<td>177</td>
<td>6221</td>
</tr>
<tr>
<td></td>
<td>17.9%</td>
<td>38.7%</td>
<td>31.2%</td>
<td>9.4%</td>
<td>2.8%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Note: Red indicates 0 students, green indicates 4 students.
## Overall Math Pilot Summary Data

<table>
<thead>
<tr>
<th>Grade</th>
<th>Incorrect or Irrelevant</th>
<th>Minimally Demonstrated</th>
<th>Basically Demonstrated</th>
<th>Clearly Demonstrated</th>
<th>Thoroughly Demonstrated</th>
<th>Total student N/%</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2085 (41.6%)</td>
<td>1756 (35.0%)</td>
<td>894 (17.8%)</td>
<td>199 (4.0%)</td>
<td>83 (1.7%)</td>
<td>5017 (100.0%)</td>
</tr>
<tr>
<td>4</td>
<td>2118 (41.4%)</td>
<td>2064 (40.3%)</td>
<td>685 (13.4%)</td>
<td>170 (3.3%)</td>
<td>83 (1.6%)</td>
<td>5120 (100.0%)</td>
</tr>
<tr>
<td>5</td>
<td>1880 (43.5%)</td>
<td>1548 (35.9%)</td>
<td>642 (14.9%)</td>
<td>188 (4.4%)</td>
<td>59 (1.4%)</td>
<td>4317 (100.0%)</td>
</tr>
<tr>
<td>6</td>
<td>2506 (46.8%)</td>
<td>1938 (36.2%)</td>
<td>639 (11.9%)</td>
<td>200 (3.7%)</td>
<td>67 (1.3%)</td>
<td>5350 (100.0%)</td>
</tr>
<tr>
<td>7</td>
<td>2454 (53.8%)</td>
<td>1473 (32.3%)</td>
<td>453 (9.9%)</td>
<td>132 (2.9%)</td>
<td>46 (1.0%)</td>
<td>4558 (100.0%)</td>
</tr>
<tr>
<td>8</td>
<td>2513 (43.8%)</td>
<td>1840 (32.0%)</td>
<td>933 (16.2%)</td>
<td>317 (5.5%)</td>
<td>139 (2.4%)</td>
<td>5742 (100.0%)</td>
</tr>
<tr>
<td>HS</td>
<td>3977 (52.7%)</td>
<td>2696 (35.7%)</td>
<td>656 (8.7%)</td>
<td>165 (2.2%)</td>
<td>58 (0.8%)</td>
<td>7552 (100.0%)</td>
</tr>
</tbody>
</table>
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
GAP between CRCT and NAEP in 2013 for Reading and Math

- 93% Meets & Exceeds in CRCT Reading
- 84% Meets & Exceeds in CRCT Math
- 34% At or Above Proficient in NAEP Reading
- 39% At or Above Proficient in NAEP Math

NAEP Performance
2013 Gaps between NAEP and CRCT, EOCT, SAT, & ACT

NAEP Performance

SAT and ACT Performance
Gap between NAEP & CRCT for 8th Grade Science in 2011

NAEP Performance

- 2011: 67% (8th Grade CRCT Science)
- 2013: 74% (8th Grade NAEP Science)

NAEP Performance
What do we know about the new Georgia Milestones?

1. They will reflect the rigor of the standards.

2. They will be administered in Grades 3-8 in language arts, math, science, and social studies. There will be no stand alone writing test.

3. They will be administered in select high school courses: 9th Grade Literature & Composition, American Literature & Composition, Coordinate Algebra, Analytic Geometry, Physical Science, Biology, US History, and Economics.
Comprehensive--
Single program, not a series of tests (e.g. CRCT, EOCT, WA); Formative assessment tool to complement summative assessments

Coherent--
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
Consistent signal about student achievement both within system (across grades and courses) and with external measures (NAEP; PSAT; SAT; ACT).

**Consolidated**--
Combine reading, language arts, and writing into a single measure aligned to the standards.
<table>
<thead>
<tr>
<th>What tests are no longer given?</th>
<th>What tests are current?</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRCT/CRCT-M End of Court Tests (after Nov. 2014) Writing assessments (3rd, 5th, and 8th grades)</td>
<td>ACCESS for ELLs (K-12) and Alternate ACCESS for ELLs (K-12) Georgia Alternate Assessment Georgia High School Writing Test (GHSWT)- remains for 2014-2015 school year National Assessment of Educational Progress (NAEP) Basic Skills Test (BST) *for specific students Georgia High School Graduation Tests (GHSGT) *for specific students Georgia Milestone: EOG and EOC</td>
</tr>
</tbody>
</table>
What else do we know about the new Georgia Milestones?

4. They will be administered 100% online within 5 years.

5. There will be three question formats: multiple choice or selected response; constructed response, and extended response.

What is multiple choice or selected response?

An example would be as follows:

Which fraction is largest?

A) 1/4  B) 1/2  C) 1/6  D) 1/3

What is a constructed response?

Constructed response is a general term for assessment items that require the student to generate a response as opposed to selecting a response.
What is multiple choice or selected response?

An example would be as follows:

Which fraction is largest?

A \( \frac{1}{4} \)
B \( \frac{1}{2} \)
C \( \frac{1}{6} \)
D \( \frac{1}{3} \)
What is a constructed response?

Constructed response is a general term for assessment items that require the student to generate a response as opposed to selecting a 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: \( \frac{3}{8} \)
Here is another example of constructed response.

**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**
  - 12 inches

- **Ana**
  - 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.

**Carlos**

- **George**
  - 12 inches

- **Carlos**
  - 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 $\frac{1}{2}$ of the pizza.
What is an extended 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.
Here is an example of constructed response:

The student may be directed to read a passage such as *The Tall Rock*.

It is a story told by a boy who is visiting his grandfather’s house. He describes climbing “Mountain Rock” with his younger brother and how the rock seems to have gotten smaller as he has grown up.
The student may be instructed to do the following:

Write a conclusion to the story, told from the narrator’s point of view twenty years later. Your narrative should describe the narrator’s conclusions about the childhood experiences with Mountain Rock, but now from the perspective of an adult.

Use details from the text to support your answer.

Answer with complete sentences, and use correct punctuation and grammar.
Extended Response Item
6.NS.7; 6.EE.2; 6.EE.7

Tanya played a computer game in which the score was calculated using the equation \( s = k \cdot p 
\) where \( s \) is the score, \( k \) is the number of points Tanya earned, and \( p \) is the number of points her computer opponent earned. Tanya recorded her scores for one week on the number line shown in the diagram.

Part A:
On Tuesday, Tanya’s computer opponent scored 33 points. How many points did Tanya score? Explain your answer or show your work.

Part B:
On which day were the scores of Tanya and the computer the closest, but not the same? Who won the day? Explain your answer.

Part C:
Explain what Friday’s score means about the number of points Tanya and the computer earned. Justify your answer using words and a mathematical statement.

Part D:
On which day(s) did Tanya win? Using 1, 2, or 3, write a mathematical statement to support your answer.

General Test Parameters for Spring 2015

<table>
<thead>
<tr>
<th></th>
<th>ELA</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sections</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
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<tr>
<td>Selected Response</td>
<td>40</td>
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<td>55</td>
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<tr>
<td>Constructed Response</td>
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<tr>
<td>Extended Response</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

We must build stamina and endurance for taking test.

An Example of a Math Extended Response

You went to a birthday party and there were four people there but only three cupcakes. How would you divide the cupcakes as to ensure everyone receives an equal amount?

Write and explain your answer.

A Practice Problem for Parents
Tanya played a computer game in which the score was calculated using the equation where \( s \) is the score, \( t \) is the number of points Tanya earned, and \( c \) is the number of points her computer opponent earned. Tanya recorded her scores for one week on the number line shown in the diagram.

The winner is determined by the highest score.

Part A
On Tuesday, Tanya’s computer opponent scored 33 points. How many points did Tanya score? Explain your answer or show your work.

Part B
On which day were the scores of Tanya and the computer the closest, but not the same? Who won that day? Explain your answer.

Part C
Explain what Friday’s score means about the number of points Tanya and the computer earned. Justify your answer using words and a mathematical statement.

Part D
On which day(s) did Tanya win? Using \( t \) and \( c \), write a mathematical statement to support your answer.
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A Practice Problem for Parents
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<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
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<td>40</td>
<td>50</td>
<td>55</td>
<td>55</td>
</tr>
<tr>
<td>Constructed Response</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Extended Response</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

We must build stamina and endurance for taking test.
Recommended Lexile Bands

Visit the school's librarian or www.Lexile.com to learn more.

<table>
<thead>
<tr>
<th>Grade Band</th>
<th>Current Lexile Band</th>
<th>“Stretch” Lexile Band*</th>
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</thead>
<tbody>
<tr>
<td>K-1</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2-3</td>
<td>450L-725L</td>
<td>420L-820L</td>
</tr>
<tr>
<td>4-5</td>
<td>645L-845L</td>
<td>740L-1010L</td>
</tr>
<tr>
<td>6-8</td>
<td>860L-1010L</td>
<td>925L-1185L</td>
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<tr>
<td>9-10</td>
<td>960L-1115L</td>
<td>1050L-1335L</td>
</tr>
<tr>
<td>11-CCR</td>
<td>1070L-1220L</td>
<td>1185L-1385L</td>
</tr>
</tbody>
</table>
Changes to Policy

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.

What does this mean?

- 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.
- Additional guidance regarding other purposes and uses of the end of course assessments, such as “test-outs”, retests, etc., will be forthcoming for the 2014-2015 school year.
- DeKalb’s policy is coming soon.
What are teachers doing to prepare students to be successful?

1. They are teaching the grade-level content standards, providing remediation, and accelerating students.

2. They are working to increase rigor and student engagement.

3. They are teaching students how to respond to various question types including multiple choice, constructed response, and extended response.

4. They are using their data to inform instructional decisions.
What are principals doing to prepare students to be successful?

1. They are supporting teachers to improve instruction.
2. They are working with teachers to analyze the data to inform instruction and to improve outcomes.
3. They are monitoring instruction.
4. They are providing professional development.
5. They are working with parents to inform them of instructional expectations and resources.

What do schools need parents to do as we work together to prepare students?

1. Ensure daily attendance.
2. Expect good behavior.
3. Provide a place to do homework.
4. Help students read more and more.
6. Help our children to be encouraged and confident.
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3. They are monitoring instruction.
4. They are providing professional development.
5. They are working with parents to inform them of instructional expectations and resources.
What do schools need parents to do as we work together to prepare students?

1. Ensure daily attendance.
2. Expect good behavior.
3. Provide a place to do homework.
4. Help students read more and more.
5. Help improve academic skills reflected on the *Instructional Planning Report* for STAR Early Literacy, STAR Reading and STAR Math.
6. Help our children to be encouraged and confident.
Supporting Your Child

• Discuss the new tests with your child.
• Explain the purpose for the change.
• Explain to your child that the tests will initially be more challenging.
• Review test results with your child.
• Provide a quiet, comfortable place for studying at home and make sure your child gets a good night’s sleep before a test.
• Remind your student to read the directions carefully and to not rush through a test.
• Don’t schedule appointments, trips or other interruptions during testing.
Suggested Parent Questions for Teachers

1. How are you increasing the rigor of instruction?
2. How often will my child experience constructed response or extended response formats?
3. How often will my child write in your class?
4. What rubrics have you shared with students?
5. How are you using the rubrics to ensure my child is familiar with the expectations reflected in the rubric?
6. How might I assist with helping my child learn the content standards?
7. How often will my child experience technology enhanced items (TEIs)?
8. How will you build stamina in light of the number of problems on each test section?
Georgia Milestones Assessment Guides

Elementary and Middle School:

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

High School:

http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-End-of-Course-Assessment-Guides.aspx
In accordance with the state waiver, DeKalb County School District will not use the Georgia Milestones for 2014-2015 to determine promotion in grades 3, 5, and 8.

Parents should work with principals, teachers, and their students to ensure that our students are passing all subjects.
Conclusion

Questions & Sharing
Mission Possible: The New Georgia Milestones
A DeKalb County School District Presentation to Parents