

# Georgia Milestones Assessment (GMAs)

# Georgia Milestones

- It is important to remember that Georgia Milestones is primarily a criterion-referenced test, reflecting the content standards for each grade and course
  - teachers should teach the Georgia state-adopted content standards and not the NRT standards

Remember: All important uses of the test results – for both students and educators – will be based on the criterion-referenced scores and proficiency determinations.

# Georgia Milestones

## 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

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)

Total number of items taken by each student: 60

# Georgia Milestones

## 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.

# 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.

# Georgia Milestones: Rubrics

- Rubrics are item specific and therefore cannot be released.
  - Generally speaking, rubrics outline the expectations for the answer(s) along with sufficient justification/explanation
    - Student cites evidence from the text to support answer in ELA
    - Student explains reasoning or approach to problem solving in mathematics
    - Student answers all portions of the item
  - Remember the OAS includes rubrics and student exemplars for all formative open-ended items.
- The extended-response analytic writing rubric will be released. Students will be scored on two features:
  - Idea Development, Organization, & Coherence
  - Language Usage & Conventions

# Social Studies

Grade 5



# Extended Response Item

SS4H2b

## **Part A**

Explain how the early European settlers in New England depended upon Native Americans for survival.

## **Part B**

How and why did the relationship between Europeans in New England and Native Americans change over time?

# Rubric

<b>Score</b>	<b>Description</b>
<b>4</b>	The student response thoroughly demonstrates knowledge and understanding of examples of cooperation and conflict between Europeans and Native Americans (SS4H2b) through clear explanations and careful analysis in all parts of the item.
<b>3</b>	The student response clearly demonstrates knowledge and understanding of the standard(s) through some explanation and partial analysis of all parts of the item.
<b>2</b>	The student response demonstrates some knowledge and understanding of the standard(s), but the explanations and/or analysis lack complete clarity. The student response may be incomplete or contain minor errors.
<b>1</b>	The student response demonstrates minimal knowledge and understanding of the standard(s). The explanations and/or analysis lack depth of understanding and may be incomplete. The student response may also be incomplete or contain major errors.
<b>0</b>	The student response is missing, irrelevant, or incomprehensible.

# Exemplar Response

## **Part A**

Early European settlers in New England depended upon Native Americans to help them learn about the environment and food supply. The European settlers were unfamiliar with the crops native to the region. The Native Americans helped them learn about their environment and about how to grow food.

## **Part B**

The relationship between Europeans and Native Americans in New England changed over time. As more European settlers came, these settlers began to compete with the Native Americans for food and land. This competition led to less cooperation and more conflict.

# Student Response

Score 3

The European didnt know the land well,so they needed help from the Native Americans. The European began to try to take land from the Native Americans,so they fought for their land back.

In Part A, the student response does not directly state what the Native Americans did, but it is implied that they helped familiarize the Europeans with the land.

In Part B, the student gives a specific example of how the relationship changed over time uses analysis to strengthen the explanation.

# Georgia Milestones

## General Test Parameters: 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)

Total number of items taken by  
each student: 73

# Mathematics

**Grade 5**

# Extended Response Item

5.G.3

Use what you know about triangles in your explanations in Parts A, B, C, and D.

## **Part A**

Explain whether or not an equilateral triangle can be either acute or obtuse.

## **Part B**

Explain whether or not a scalene triangle can be either acute or obtuse.

## **Part C**

Explain whether or not a right triangle can be either isosceles or scalene.

## **Part D**

An isosceles triangle has one side length of 7 centimeters and another side length of 4 centimeters. What are the two possible perimeters of this triangle? Explain your answer or show your work.

# Rubric

<b>Score</b>	<b>Description</b>
<b>4</b>	The student successfully completes all parts of the item by understanding that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category (5.G.3).
<b>3</b>	The student demonstrates clear understanding of the standards listed above by correctly answering all parts of the task, but the explanation or work shown for one part is weak or incomplete Or The student answers all parts with correct explanation or work shown, but makes one minor calculation error or omission Or The student answers three parts correctly with explanation or work shown.
<b>2</b>	The student demonstrates a basic understanding of the standards listed by answering two parts correctly with explanation or work shown Or The student answers three or four parts correctly without explanation or work shown.
<b>1</b>	The student demonstrates minimal understanding of the standards listed by answering one or two parts correctly without explanation or work shown.
<b>0</b>	The response is incorrect or irrelevant to the skill or concept being measured.



# Exemplar Response

## Part A

An equilateral triangle can only be acute because an acute triangle must have all 3 of its angles less than  $90^\circ$ . All 3 angles of an equilateral triangle are exactly  $60^\circ$ .

## Part B

A scalene triangle can be acute because it can have all of its angles less than  $90^\circ$  while each of its sides has a different length. A scalene triangle can be obtuse because it can have only one of its angles greater than  $90^\circ$  while each of its sides has a different length.

## Part C

A right triangle can be isosceles because it can have 2 of its sides the same length while only one of its angles is  $90^\circ$ . A right triangle can be scalene because it can have all of its sides different lengths while only one of its angles is  $90^\circ$ .

## Part D

15 cm and 18 cm

Since the triangle is isosceles, two sides have the same length. The third side length must be either 7 centimeters or 4 centimeters.

Or


$$4 + 4 + 7 = 15$$

$$7 + 7 + 4 = 18$$

# Student Response

Score 3

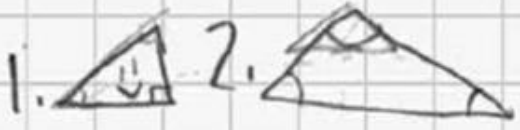
A.



An equilateral triangle can only be acute because the sides have to be even. On an obtuse angled triangle the sides aren't equal.

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B.



1. 2.

It can be both. It has acute and obtuse. It has two acute angles on the first triangle angle + one obtuse angle on the second.

Parts A and B are both correct, but the explanations are weak. The student needs to include a discussion of the angles.

# Literacy and Reading: How we all can help!

Scott Elementary School

PTO

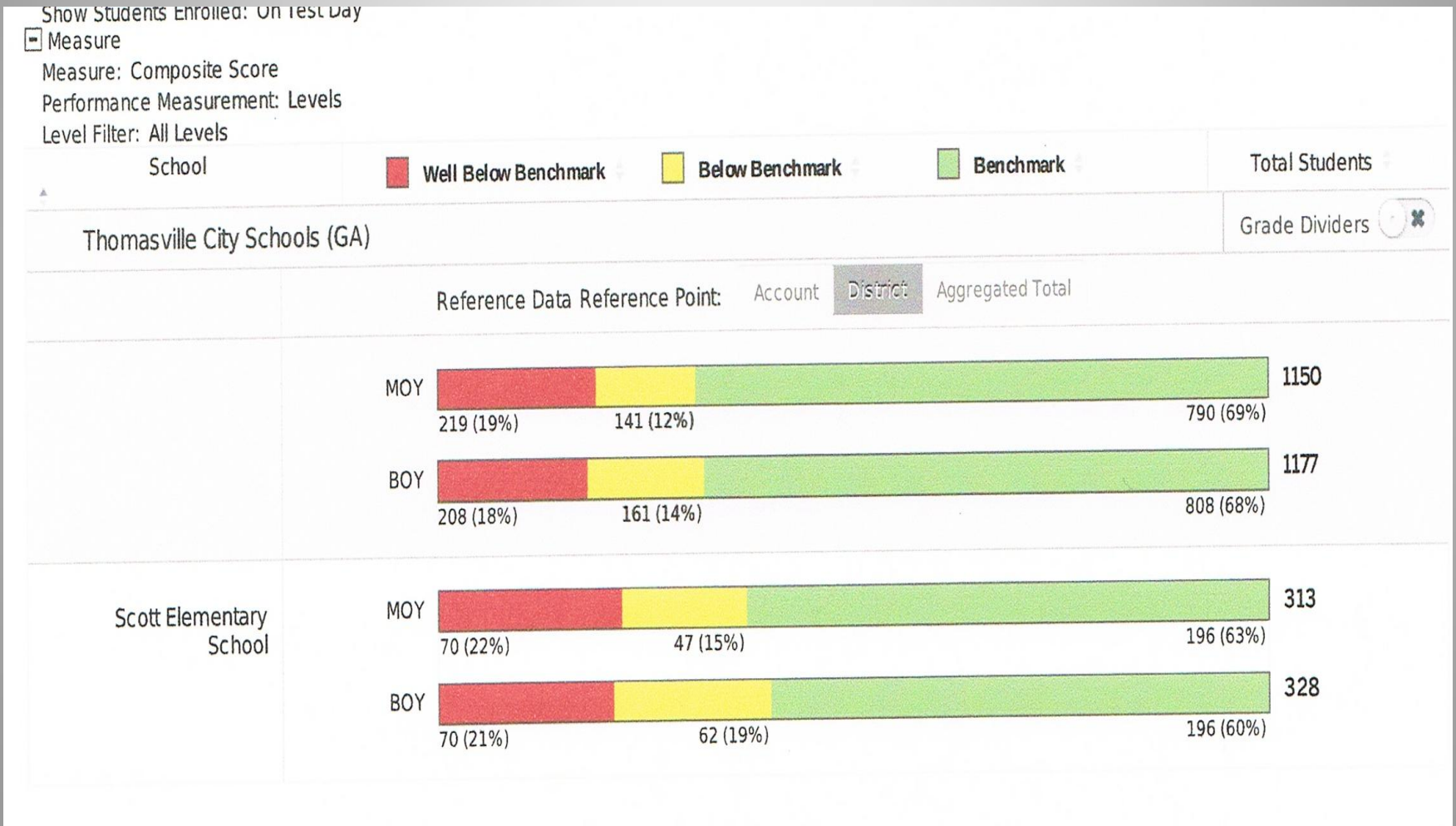
February 5, 2015

# Fluency is.....

“Fluency is the ability to read a text quickly, accurately, and with proper expression.”

National Reading Panel, 2000

# Schoolwide Composite Scores - Reading



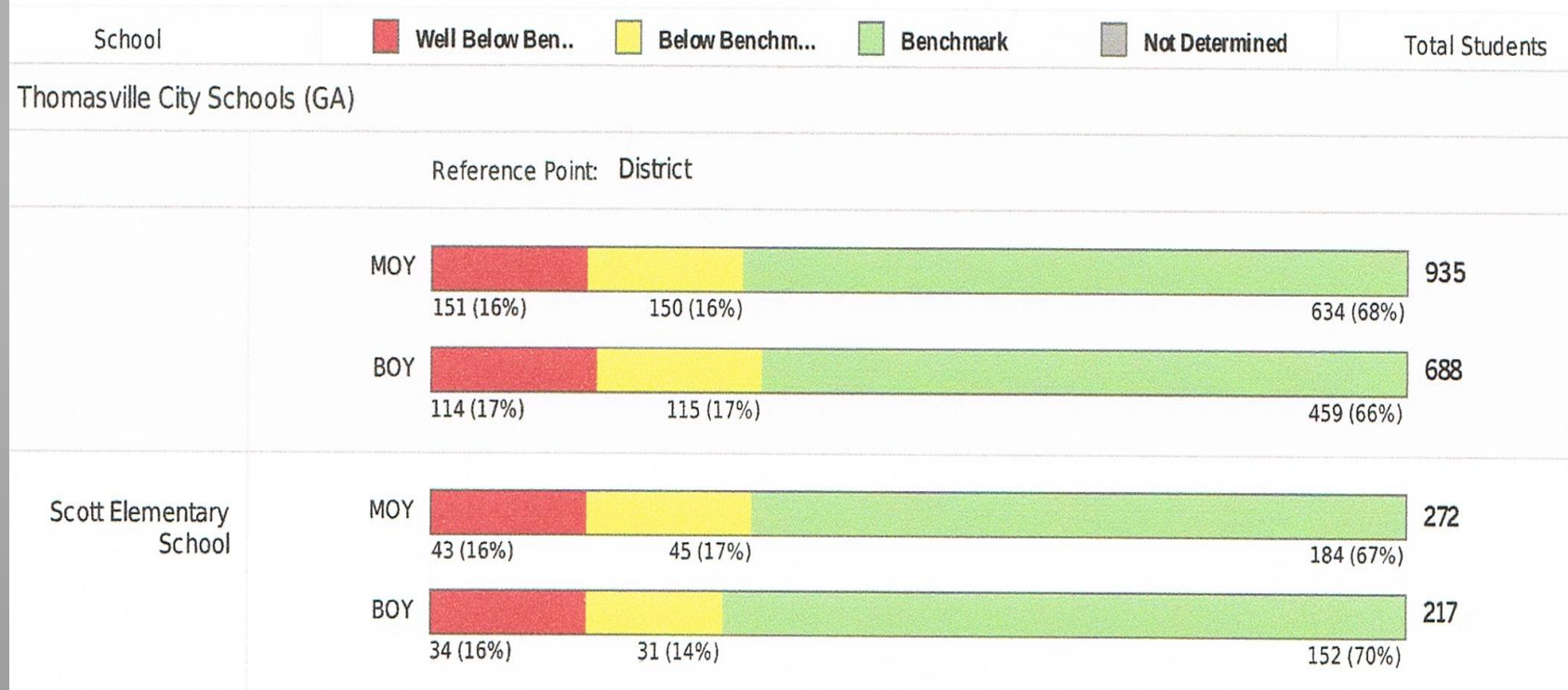
# Schoolwide Composite Scores – Reading Accuracy

Segment Results By: School  
Report Level: District  
Grade Divider: Off  
Bar Length: Percentage

Grade: Grade 1, Grade 2...  
District:  
Thomasville City Schools (GA)  
School:  
Scott Elementary School

School Year: 2014-2015  
Period: All Periods  
Show Students Enrolled:  
On Test Day

Measure: DORF (Accuracy)  
Performance Measurement:  
Levels  
Level Filter: All Levels



# Schoolwide Composite Scores – Reading Fluency

Show Students Enrolled: On Test Day

Measure

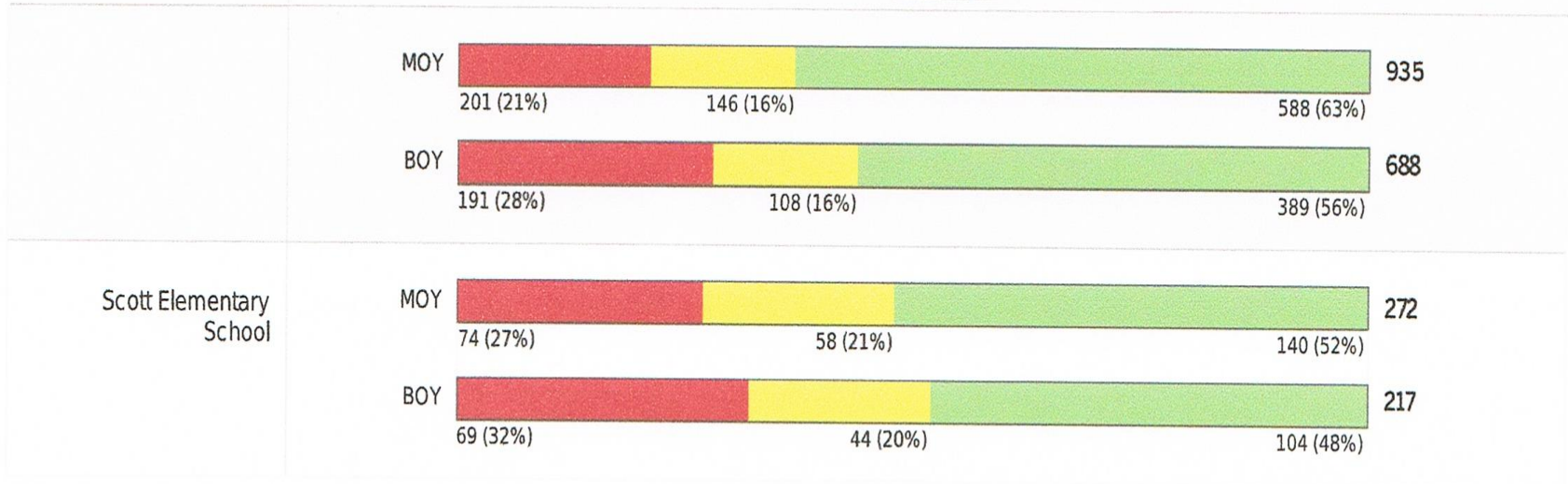
Measure: DORF (Fluency)

Performance Measurement: Levels

Level Filter: All Levels

School	<input type="checkbox"/> Well Below Ben... <input type="checkbox"/> Below Benchm... <input type="checkbox"/> Benchmark <input type="checkbox"/> Not Determined	Total Students
Thomasville City Schools (GA)		Grade Dividers <input type="checkbox"/>

Reference Data Reference Point: Account **District** Aggregated Total



# Repeated Reading Fluency Strategies

- Echo Reading
  - Echo reading is a rereading strategy for developing [expressive](#), fluent reading. During an echo reading exercise, the teacher reads the text aloud while tracking the print for children to see. After the text has been read aloud, children imitate, or echo, the teacher.
- Choral Reading
  - Choral reading is reading aloud in unison with a whole class or group of students. Choral reading helps build students' fluency, self-confidence, and motivation. Because students are reading aloud together, students who may ordinarily feel self-conscious or nervous about reading aloud have built-in support.



# Repeated Reading Fluency Strategies

- Paired Reading
  - Paired reading is a research-based fluency strategy used with readers who lack fluency. In this strategy, students read aloud to each other. When using partners, more fluent readers can be paired with less fluent readers, or children who read at the same level can be paired to reread a story they have already read. Paired reading can be used with any book, taking turns reading by sentence, paragraph, page or chapter.
- Computer or Tape Assisted Reading
  - "Computer-assisted instruction" (CAI) refers to instruction or remediation presented on a computer. Many educational computer programs are available online and from computer stores and textbook companies. They enhance teacher instruction in several ways.

# At Home Literacy Resources from the Web.....

## Scott Elementary Reading Resources:

- [Istation](#) – app available
- [StarFall](#) – has an app for mobile devices

## Online Games, Stories and Printable Resources

- [Reading is FUNdamental \(Creating a Nation of Lifelong Readers\)](#)
- [Reading is FUNdamental GameStation](#)
- [Scholastic](#)
- [Public Broadcasting System - PBS Kids](#)
- [Starfall](#)
- [Literative](#)
- [Grade Level Reading Lists / purchase books](#)
- [Primary Games](#)
- [Read, Write, Think](#)
- [Making Words with Wordles](#)
- [Chateau Meddybemps Fun and Games](#)
- [Headsprout](#)
- [Adrian Bruce Resources](#)
- [TAKS Reading Practice](#)

## Comprehension Websites for Readers

- [Roy the Zebra](#)
- [Reading is Fundamental](#)
- [Literacy Center](#)
- [Fun English Games](#)
- [Empire - a Goodgame Studios Strategy Game](#)
- [JumpStart](#)
- [Mr. Nussbaum Education Website](#)
- [National Geographic](#)

## Websites for Fluency Reading Activities (includes books online for young readers)

- [Literative](#)
- [Story Place](#)
- [Wired for Books - Kids](#)
- [Book Hive](#)
- [Stories to Grow By - Whootie Owl](#)
- [Book Pals from the Screen Actors Guild](#)
- [Poetry 4 Kids](#)
- [Book Spot](#)