

MILESTONES FOR UGMS

Where we are, where we're going, and what we need to get there...

December 2, 2015



ANNOUNCEMENTS AND INFO

- Attendance
- Surveys
- Communication
 - remind.com (weather)





PURPOSE OF TONIGHT'S PRESENTATION

- Provide information to help in interpreting student reports
- Provide picture of school wide performance
 - School level context
 - Local and regional context
 - National context
- Discuss Implications and Directions for UGMS
 - Big picture context
 - Short term areas for focus
 - Long term school improvement plans

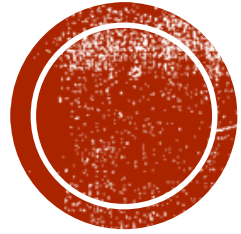
Back Channel for Questions



CONTEXT FOR CURRENT MILESTONE ASSESSMENT

- Note key terms sheet 😊
- 1st administration
- “Hold Harmless” year
 - Students
 - Teachers
- Differences between Milestones and CRCT
 - Expectations
 - Levels
 - Criterion vs Norm Referenced
 - Scale Score
 - Cut Score*





INTERPRETING YOUR REPORT

Mr. Chris McLeod

SCORING LEVELS

Achievement Levels

LEVEL 1: BEGINNING LEARNERS do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need substantial academic support to be prepared for the next grade level or course and to be on track for college and career readiness.

LEVEL 2: DEVELOPING LEARNERS demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need additional academic support to ensure success in the next grade level or course and to be on track for college and career readiness.


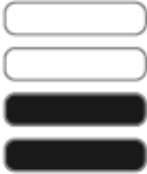

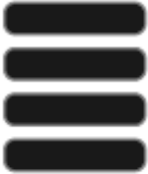
LEVEL 3: PROFICIENT LEARNERS demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are prepared for the next grade level or course and are on track for college and career readiness.

LEVEL 4: DISTINGUISHED LEARNERS demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are well prepared for the next grade level or course and are well prepared for college and career readiness.



OVERALL SCORE

Your student's performance on the Georgia Milestones End-of-Grade Assessment for Grade 6

CONTENT AREA	ENGLISH LANGUAGE ARTS	MATHEMATICS	SCIENCE	SOCIAL STUDIES
ACHIEVEMENT LEVEL	LEVEL 3 PROFICIENT LEARNER 	LEVEL 2 DEVELOPING LEARNER 	LEVEL 3 PROFICIENT LEARNER 	LEVEL 4 DISTINGUISHED LEARNER 
SCALE SCORE	557 Scale Score Range 525-598	510 Scale Score Range 475-524	554 Scale Score Range 525-609	581 Scale Score Range 560-670

Achievement Levels



DOMAIN CATEGORY

Assessment System

Domain Category	Performance
Ratios and Proportional Relationships	<input type="radio"/> Remediate Learning
The Number System	<input checked="" type="radio"/> Monitor Learning
Expressions and Equations	<input type="radio"/> Remediate Learning
Geometry	<input type="radio"/> Remediate Learning
Statistics and Probability	<input type="radio"/> Remediate Learning

Domain Mastery <input type="radio"/> Remediate Learning <input checked="" type="radio"/> Monitor Learning <input type="radio"/> Accelerate Learning

Assessment System

Domain Category	Performance	
Reading and Vocabulary	Grade Level or Above	
Writing and Language ¹	Extended Writing informational/ explanatory essay score:	
	Idea Development, Organization and Coherence	2 out of 4 points
	Language Usage and Conventions	2 out of 3 points
	Narrative Writing Response score:	2 out of 4 points

557 indicates your student's achievement on the day of testing. If your student were within the standard error of measurement range of 535-579.



COMPARISON DATA

Comparison to the School, System, and State				
The school, system, and state bar graphs reflect the mean scale score for the group.				
Achievement Levels	Student	School	System	State
Level 4: Distinguished Learner Scale Score Range: 580-700				
Level 3: Proficient Learner Scale Score Range: 525-579	510	517		510
Level 2: Developing Learner Scale Score Range: 475-524			504	
Level 1: Beginning Learner Scale Score Range: 285-474				

Comparison to a National Sample of Students			
National Percentile		National Percentile Range	
Your student's performance can be compared to other students nationally in Mathematics. A subset of items in the End-of-Grade assessment is from <i>TerraNova</i> , a nationally normed achievement test.	62	A national percentile of 62 means that your student performed as well as or better than 62 percent of the national norming group. If the student were to take the test again, he or she would be expected to obtain a national percentile rank within the National Percentile Range.	48-76



LEXILE SCORES

Your Student's Lexile Information

Lexile Measure: 1165L

Lexile Range: 1065L-1215L

The Lexile Framework® for Reading matches a student's reading ability with the difficulty of text material. When selecting books, it is important to consider that Lexiles do not address age-appropriateness, student interest, or text quality. Suggested titles are not necessarily endorsed by the Georgia Department of Education. Books within the student's Lexile range can be found at the local library or by using the Find-a-Book database at www.lexia.com. For more information, visit www.gadoe.org/lexile.aspx.

Leisure Reading: 1065L-1165L

Suggested Titles	Author	Lexile
All Things Bright and Beautiful	Herriot, James	1070L
Water Buffalo Days: Growing Up in Vietnam	Huynh, Quang Nhuong	1120L
A Whole New Ball Game	Macy, Sue	1160L

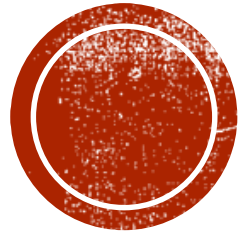
Motivating Challenge: 1165L-1215L

Suggested Titles	Author	Lexile
1,000 Makers of the Millennium: The Men and Women Who Have Shaped the Last	Dorling Kindersley Publishing	1170L
Rebecca of Sunnybrook Farm	Wiggin, Kate Douglas	1190L
Little Women	Alcott, Louisa May	1210L

Condition Codes for Writing

A = Blank, B = Copied, C = Illegible/Too Limited to Score, D = Non-English/Foreign Language, E = Off Topic/Offensive



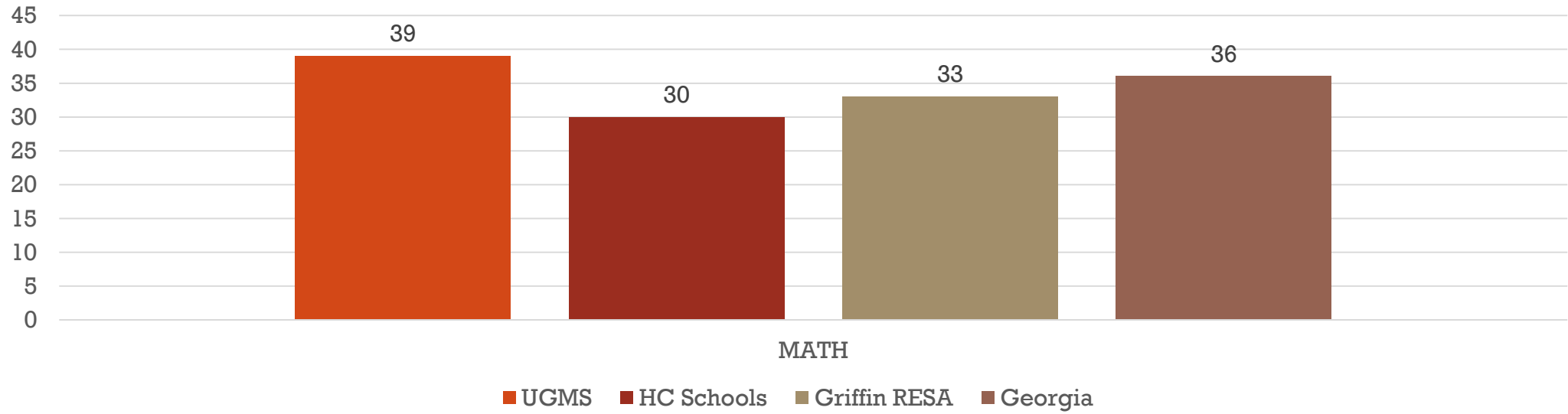


SCHOOL WIDE DATA

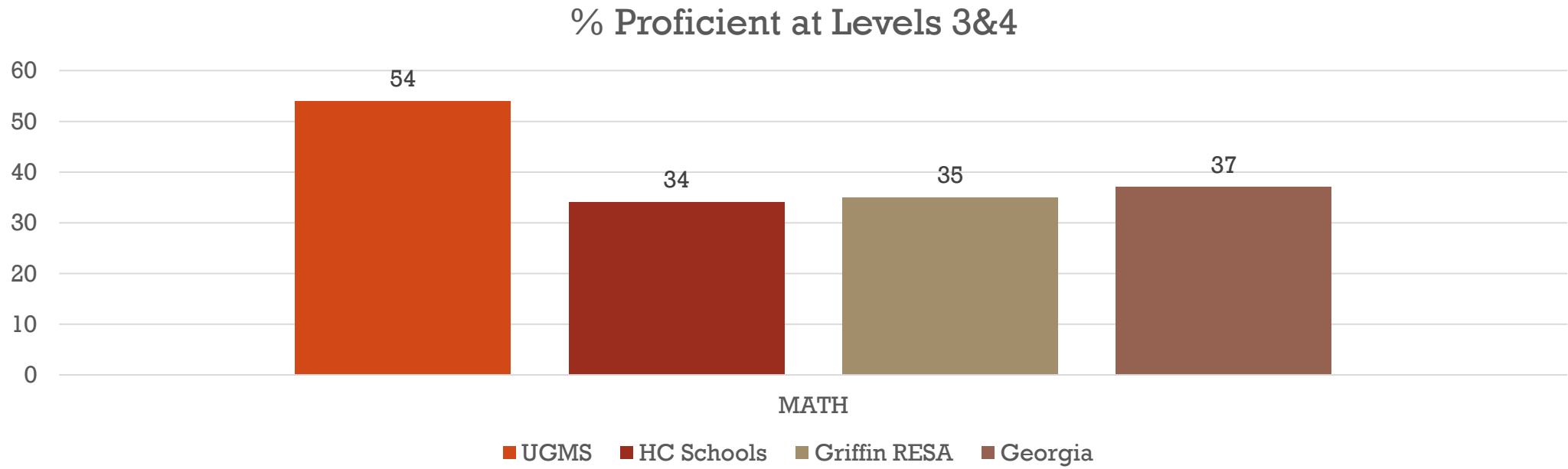
Mr. Chris McLeod, Dr. Matt Isenberg, and Ms. Kathy Wilson

6TH GRADE MATH

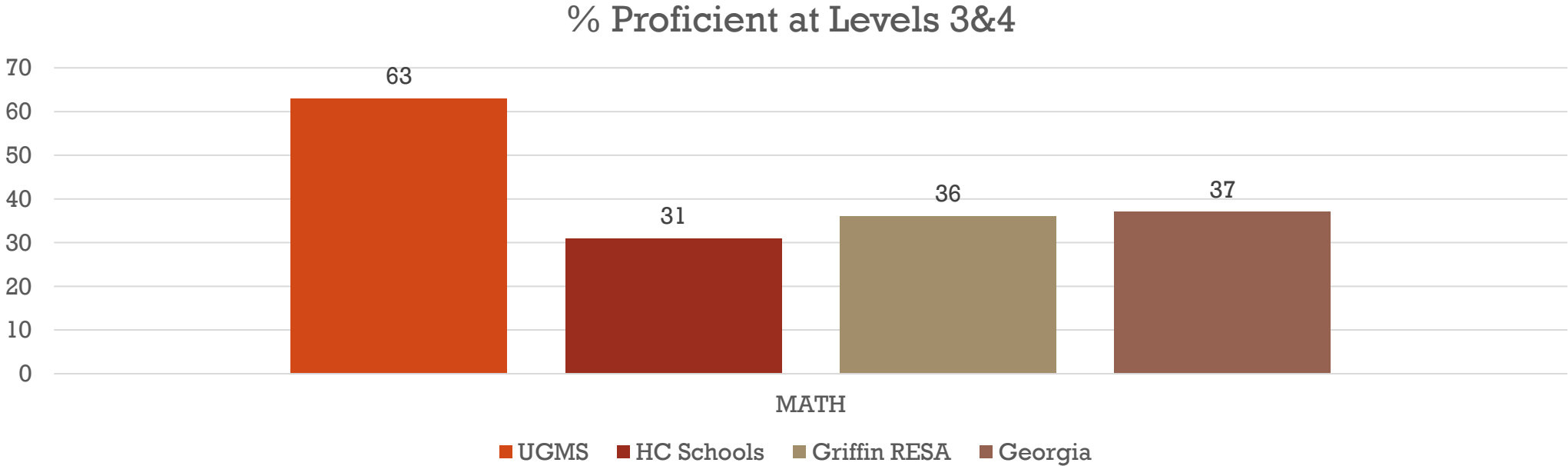
% Proficient at Levels 3&4



7TH GRADE MATH

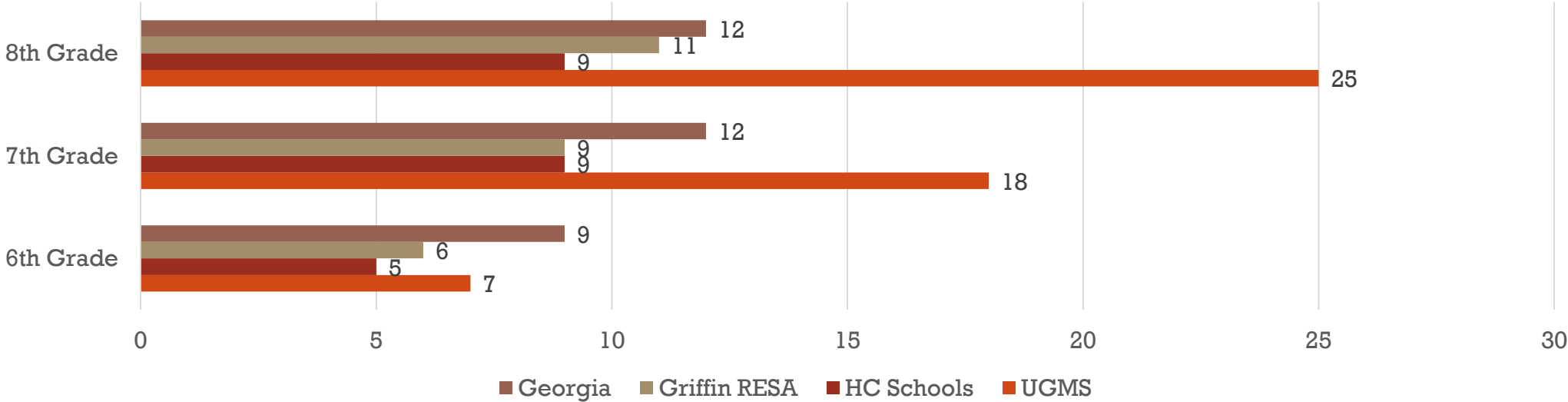


8TH GRADE MATH



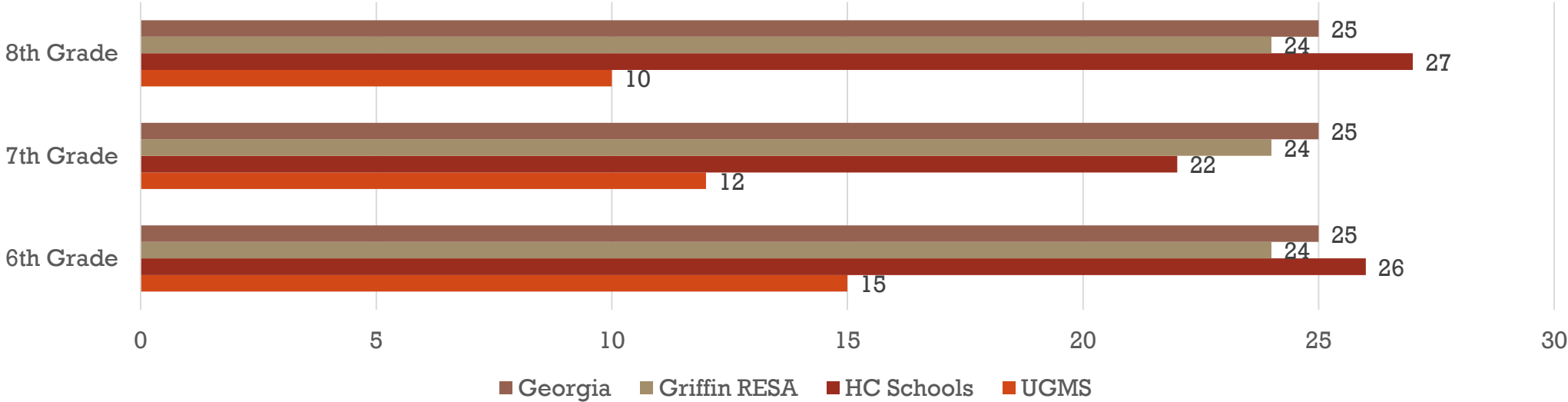
MATH - DISTINGUISHED

% DISTINGUISHED at LEVEL 4

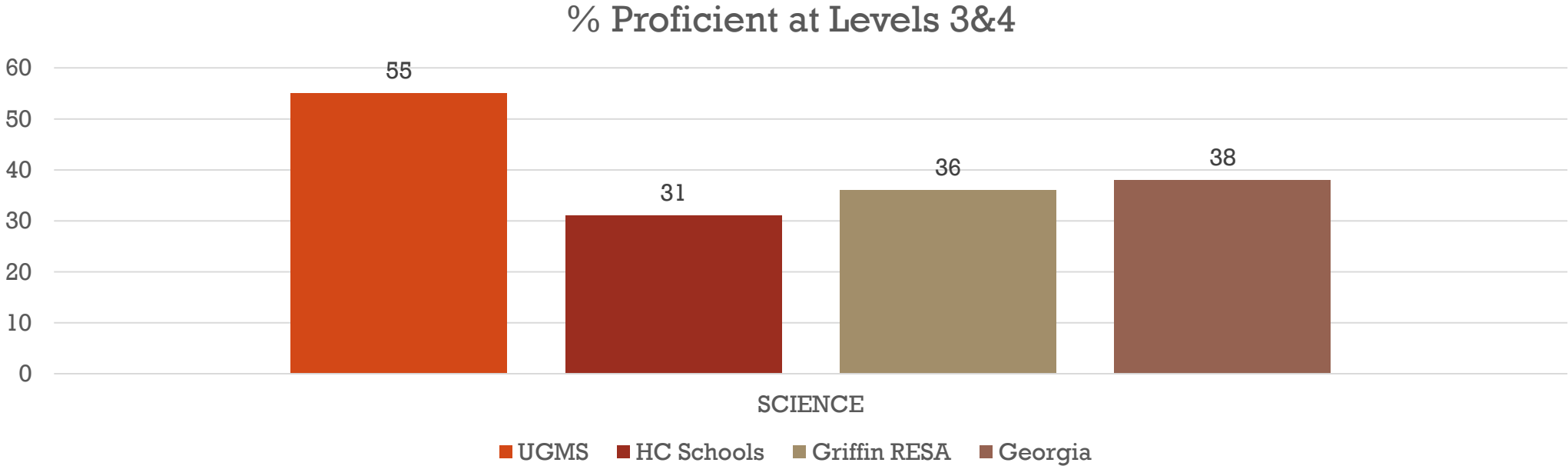


MATH—BEGINNING LEARNER

% BEGINNING LEARNER at LEVEL 1

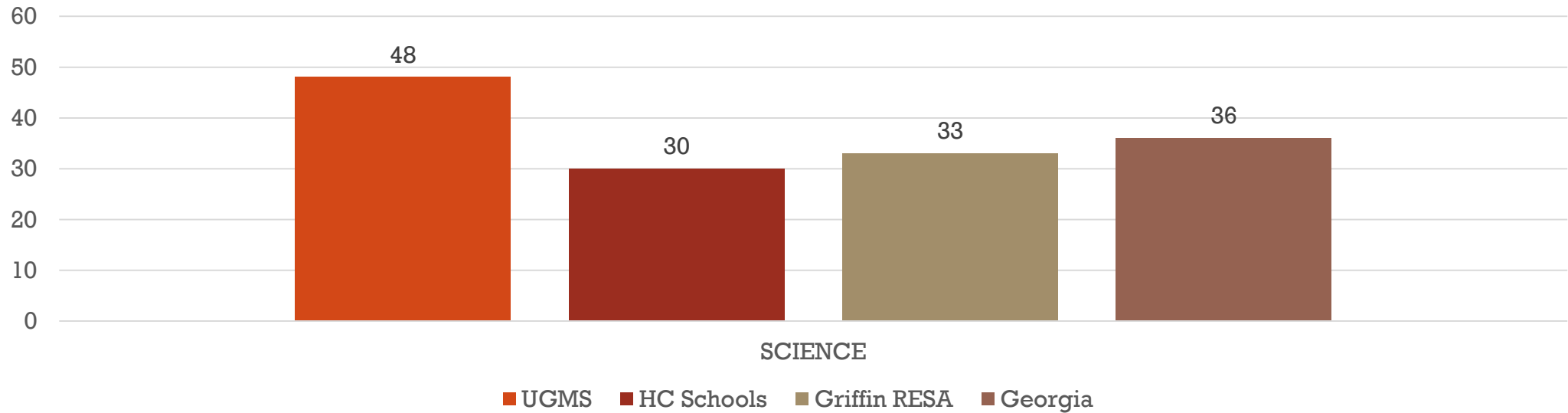


6TH GRADE SCIENCE



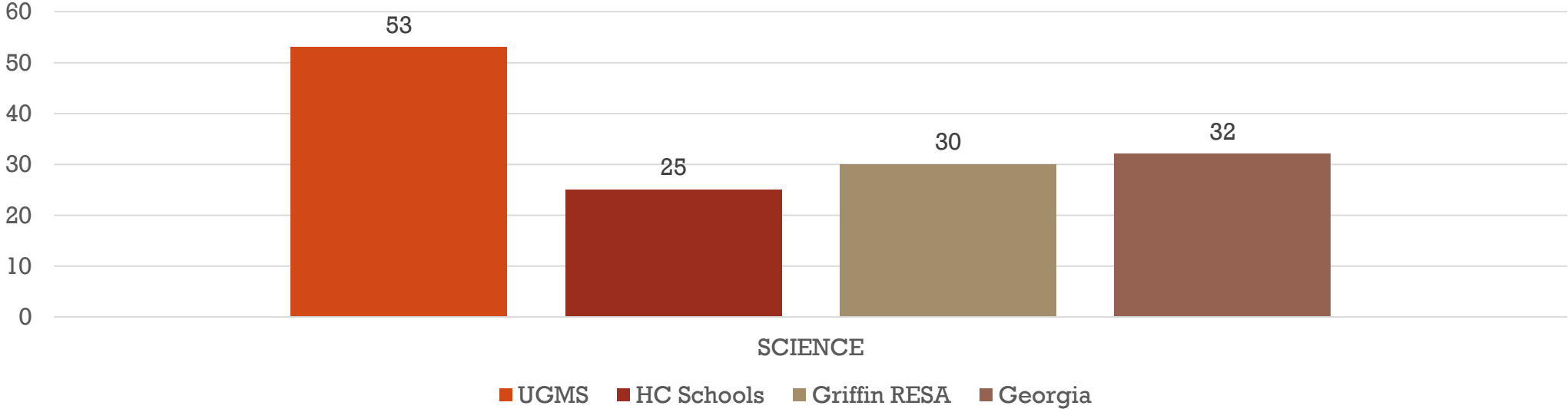
7TH GRADE SCIENCE

% Proficient at Levels 3&4



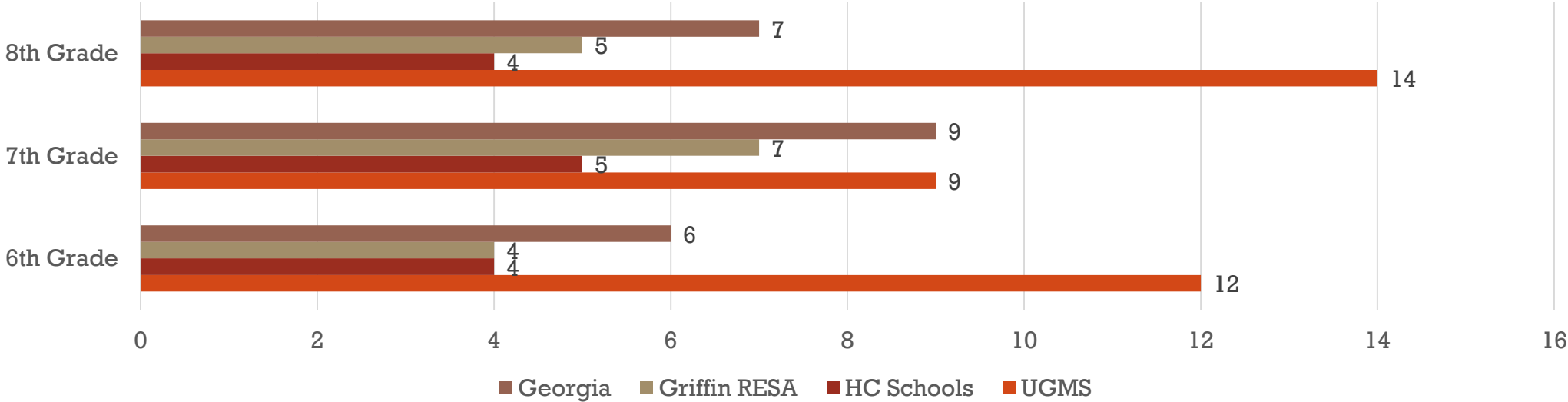
8TH GRADE SCIENCE

% Proficient at Levels 3&4



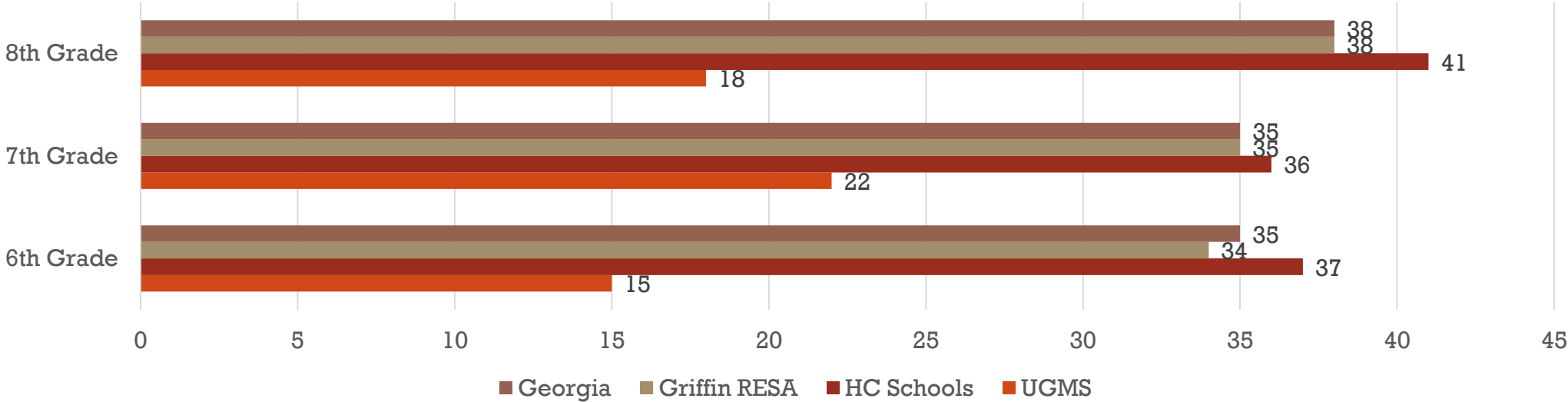
SCIENCE- DISTINGUISHED

% DISTINGUISHED at LEVEL 4



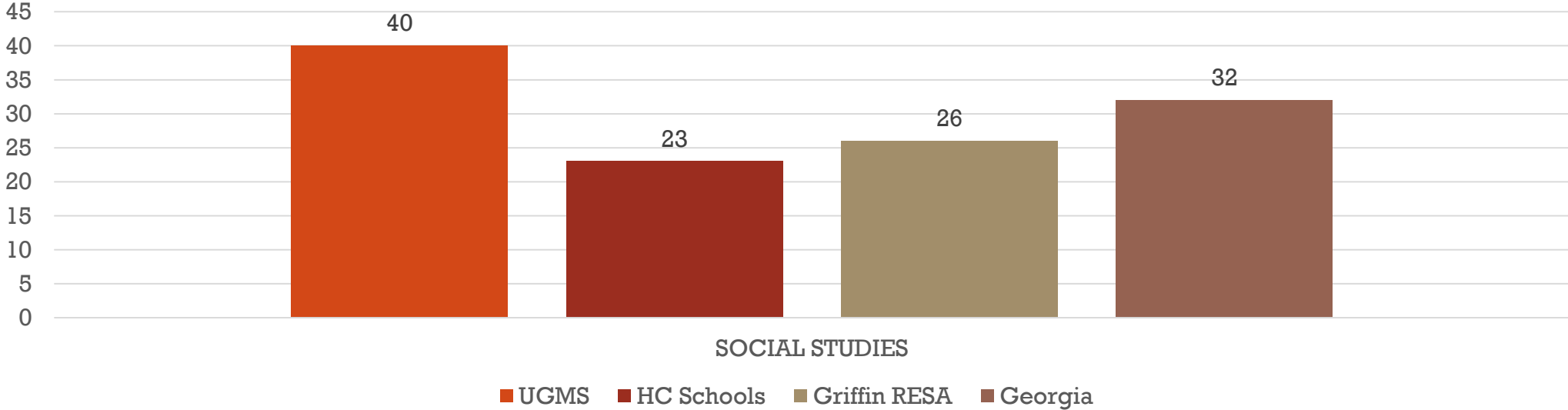
SCIENCE — BEGINNING LEARNER

% BEGINNING LEARNER at LEVEL 1



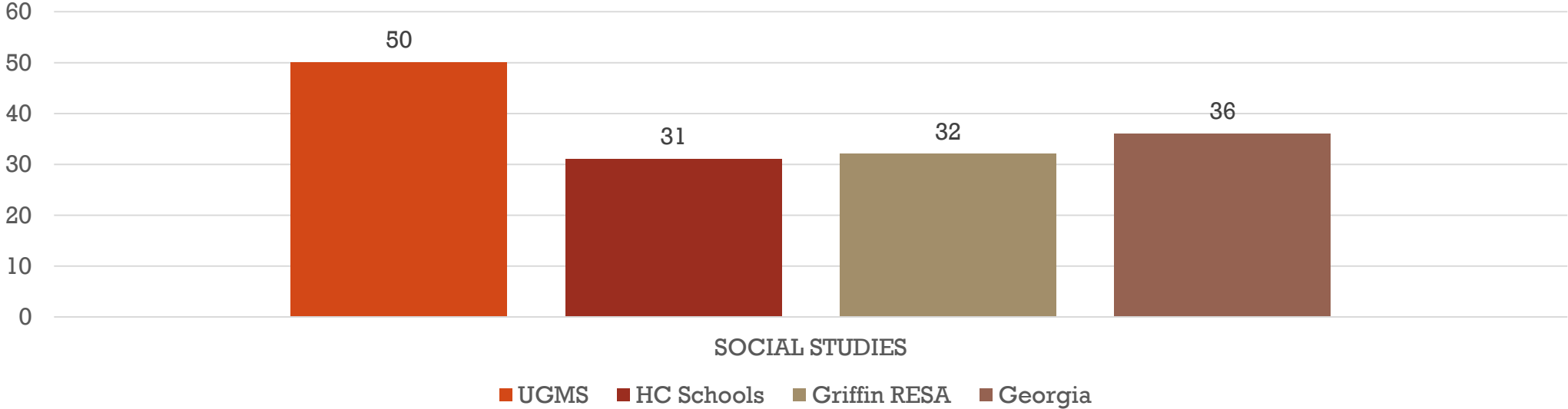
6TH GRADE SOCIAL STUDIES

% Proficient at Levels 3&4



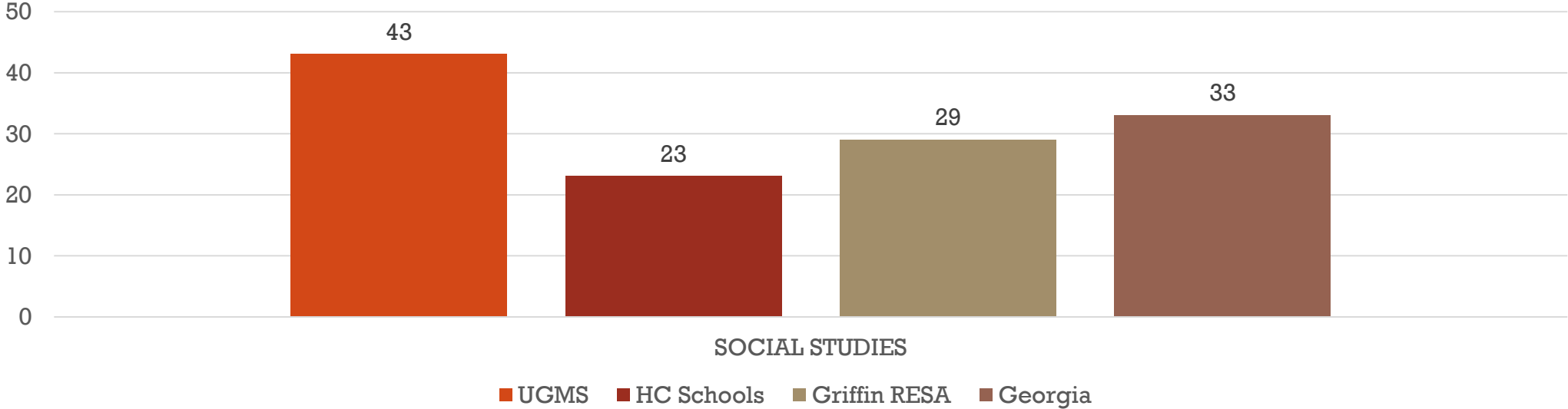
7TH GRADE SOCIAL STUDIES

% Proficient at Levels 3&4



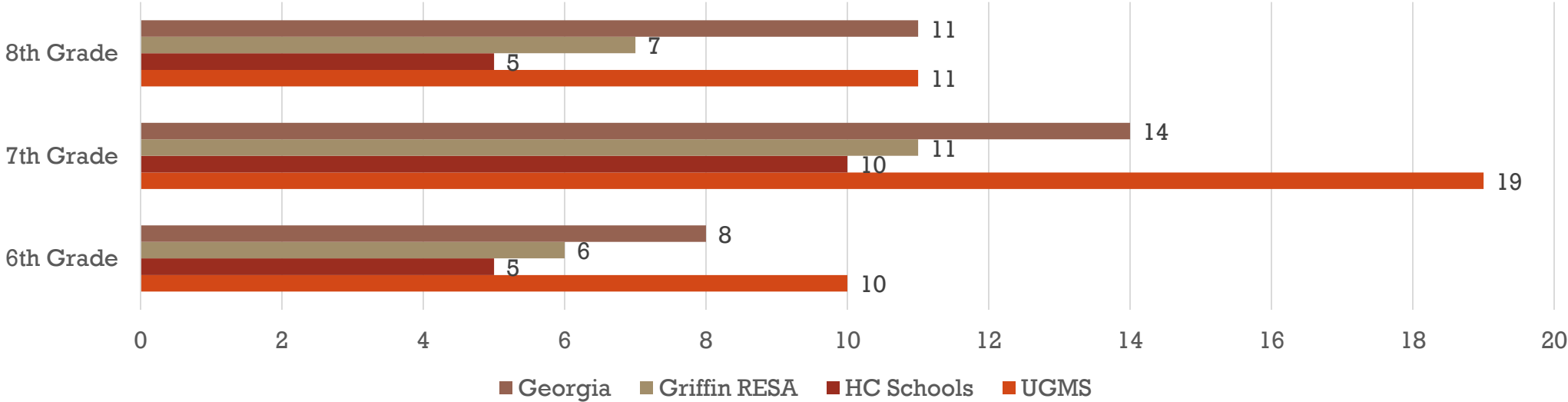
8TH GRADE SOCIAL STUDIES

% Proficient at Levels 3&4



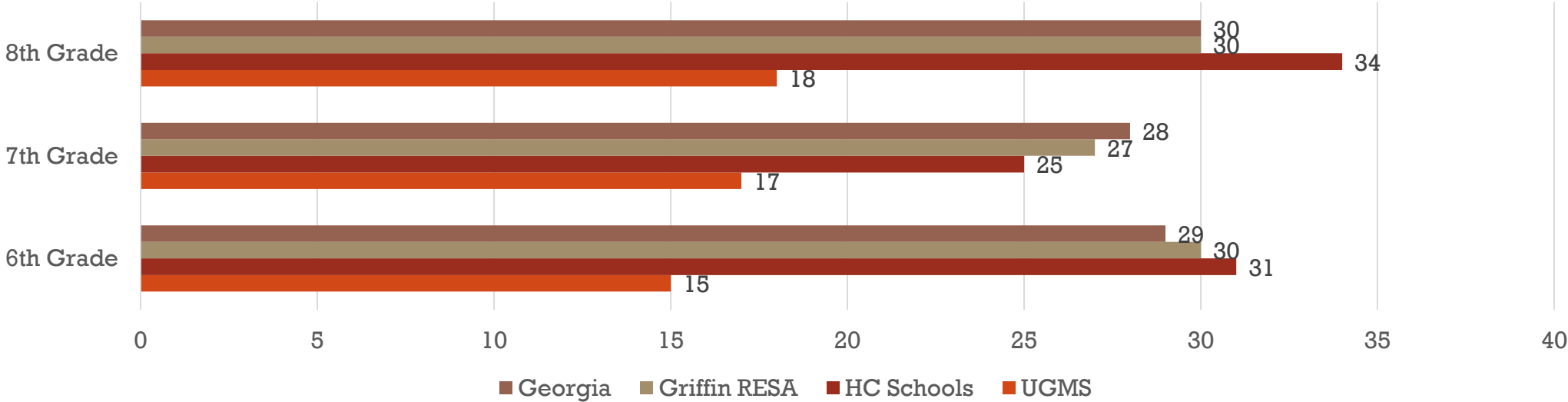
SOCIAL STUDIES - DISTINGUISHED

% DISTINGUISHED at LEVEL 4



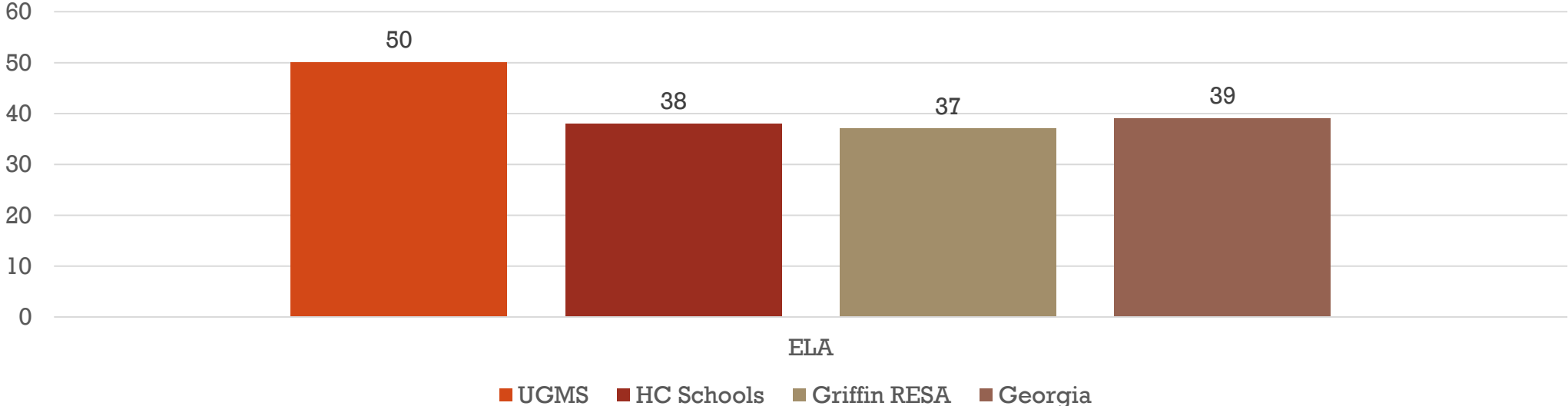
SOCIAL STUDIES — BEGINNING LEARNER

% BEGINNING LEARNER at LEVEL 1



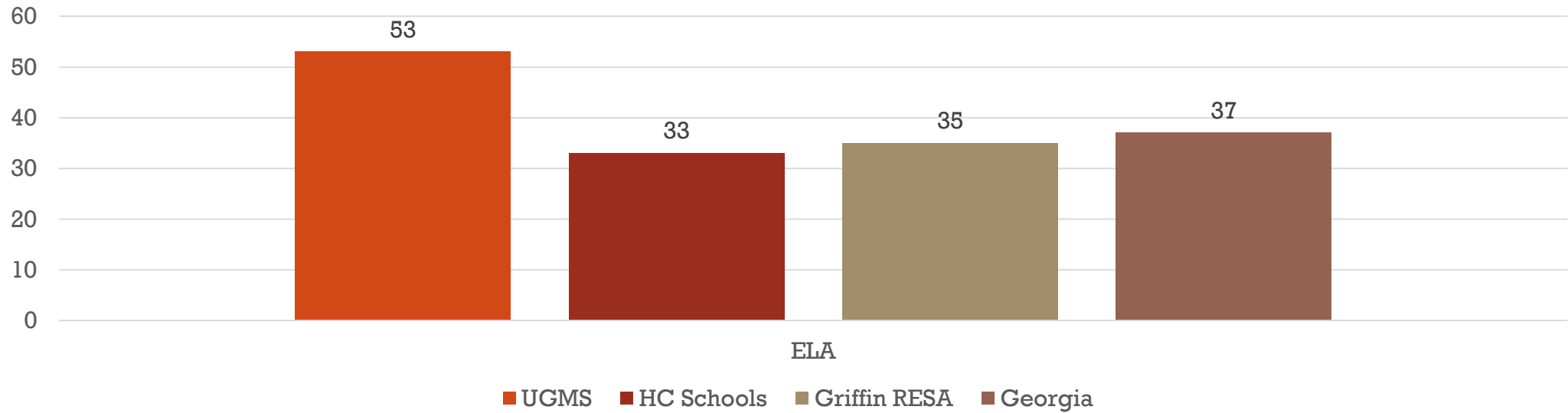
6TH GRADE ELA

% Proficient at Levels 3&4



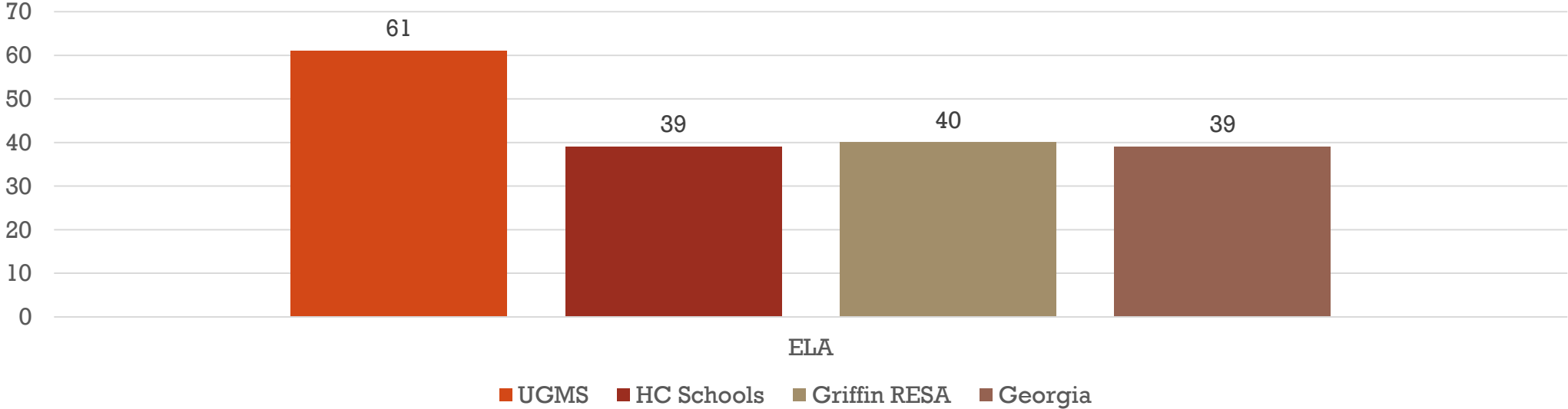
7TH GRADE ELA

% Proficient at Levels 3&4



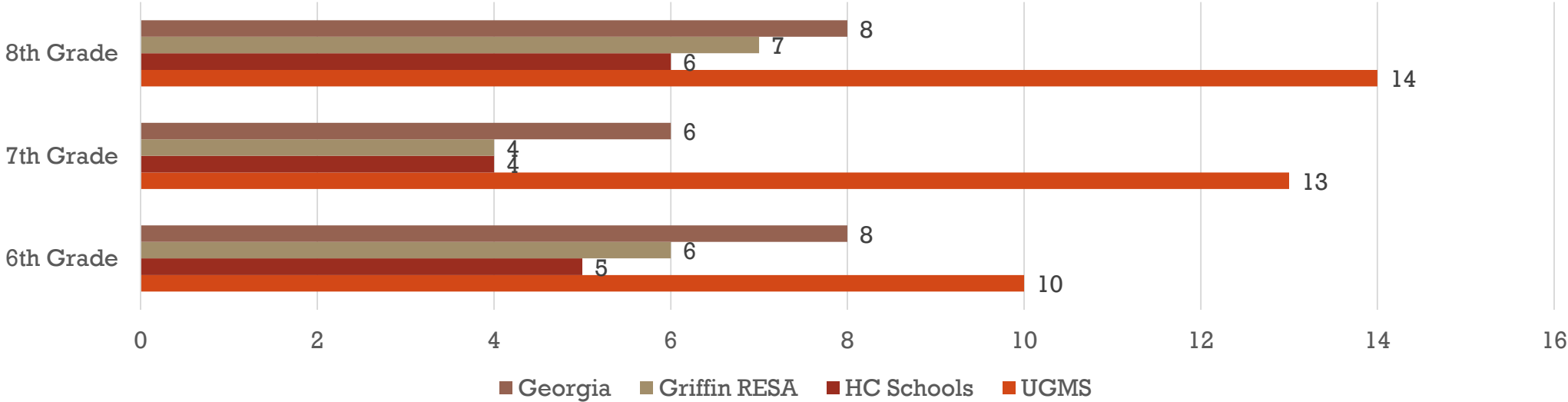
8TH GRADE ELA

% Proficient at Levels 3&4



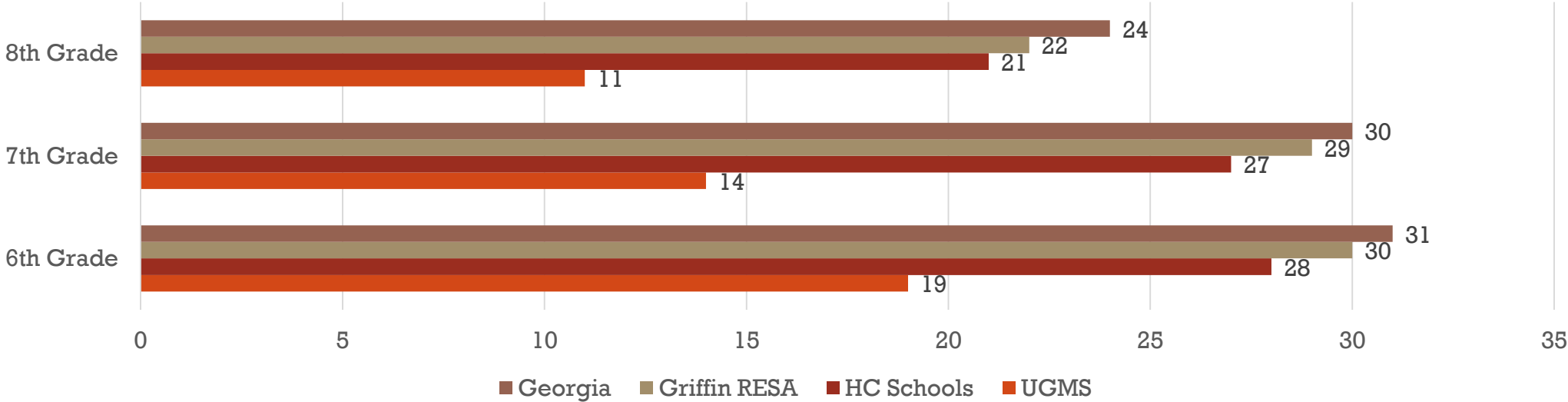
ELA - DISTINGUISHED

% DISTINGUISHED at LEVEL 4



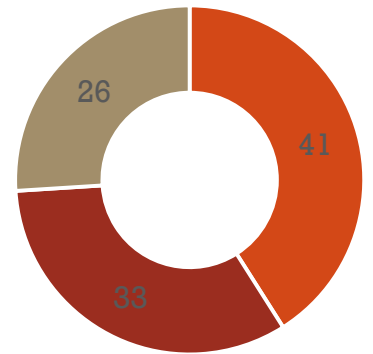
ELA — BEGINNING LEARNER

% BEGINNING LEARNER at LEVEL 1



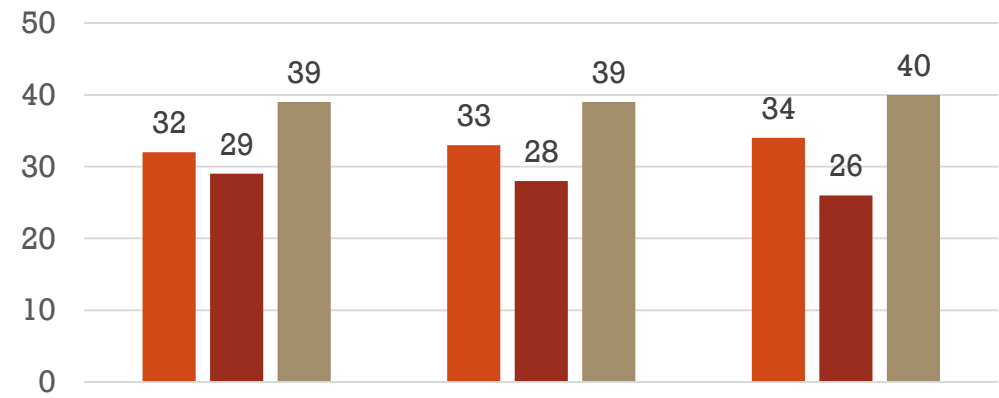
6TH GRADE — LEXILE DISTRIBUTION

UGMS



■ Above 1070 ■ Between 925-1070 ■ Below 925

COMPARISON GROUPS

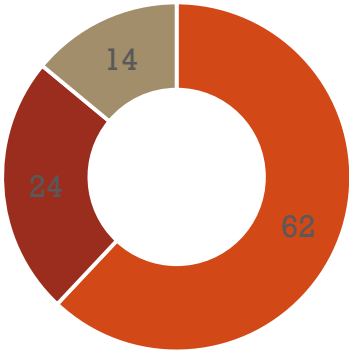


■ ABOVE 1070 ■ WITHIN 925-1070 ■ BELOW 925



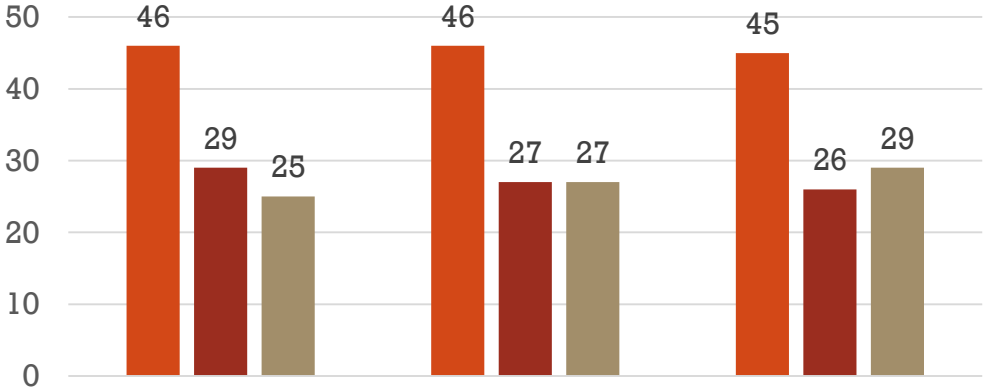
7TH GRADE – LEXILE DISTRIBUTION

UGMS



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COMPARISON GROUPS

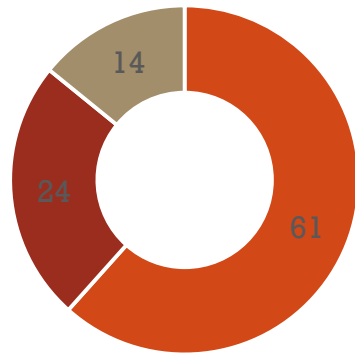


■ ABOVE 1070 ■ WITHIN 925-1070 ■ BELOW 925



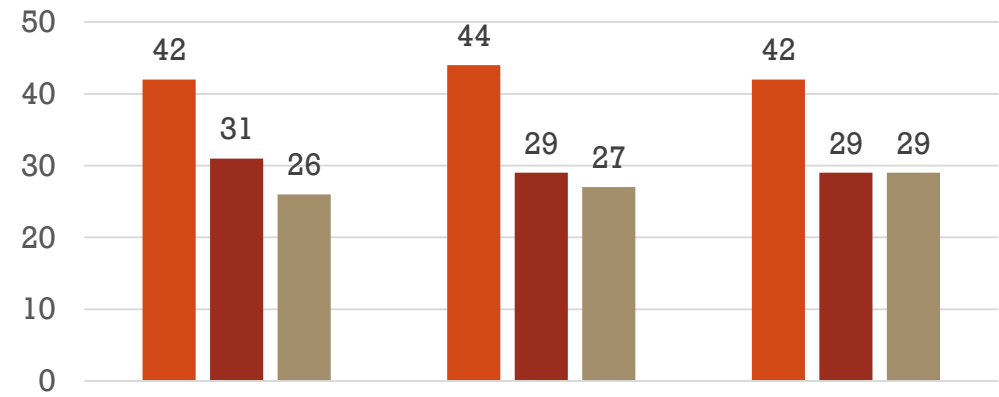
8TH GRADE — LEXILE DISTRIBUTION

UGMS



■ Above 1070 ■ Between 925-1070 ■ Below 925

COMPARISON GROUPS

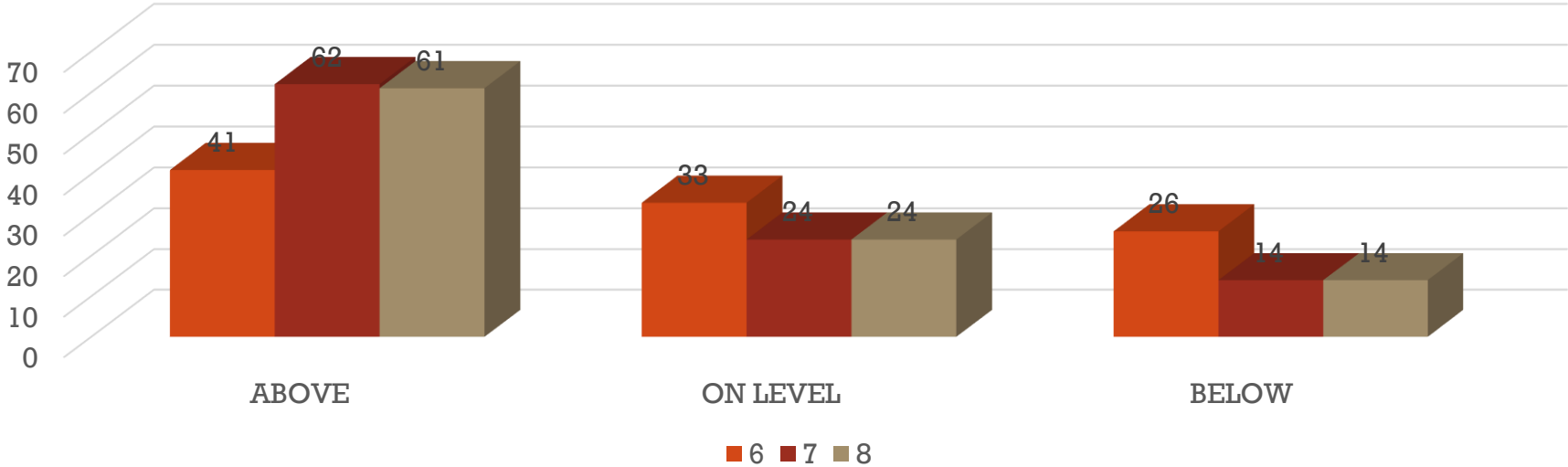


■ ABOVE 1070 ■ WITHIN 925-1070 ■ BELOW 925



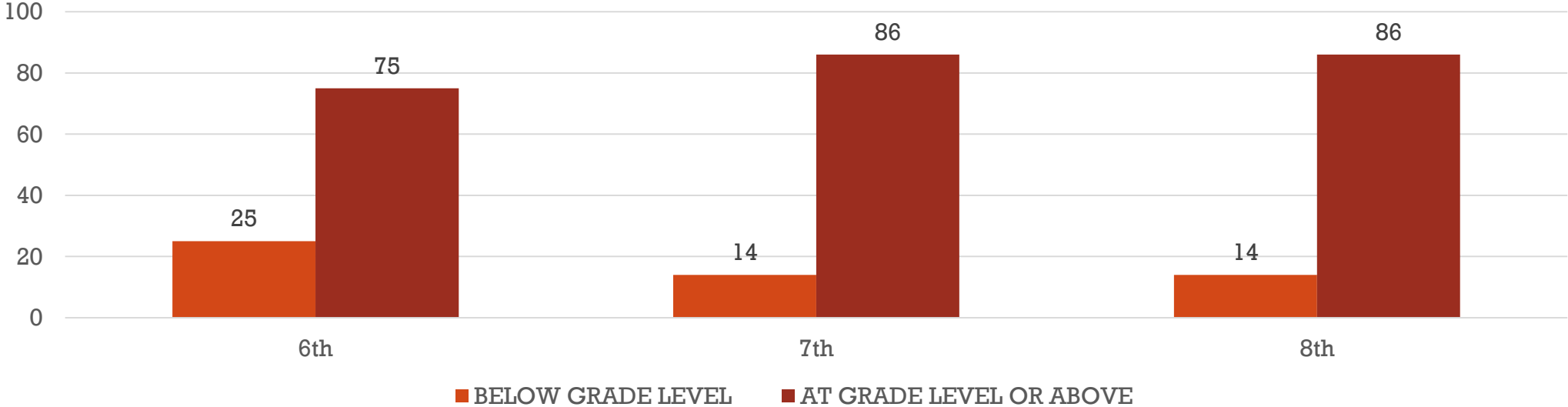
GRADE LEVEL LEXILE COMPARISON

LEXILE DISTRIBUTION BY GRADE LEVEL



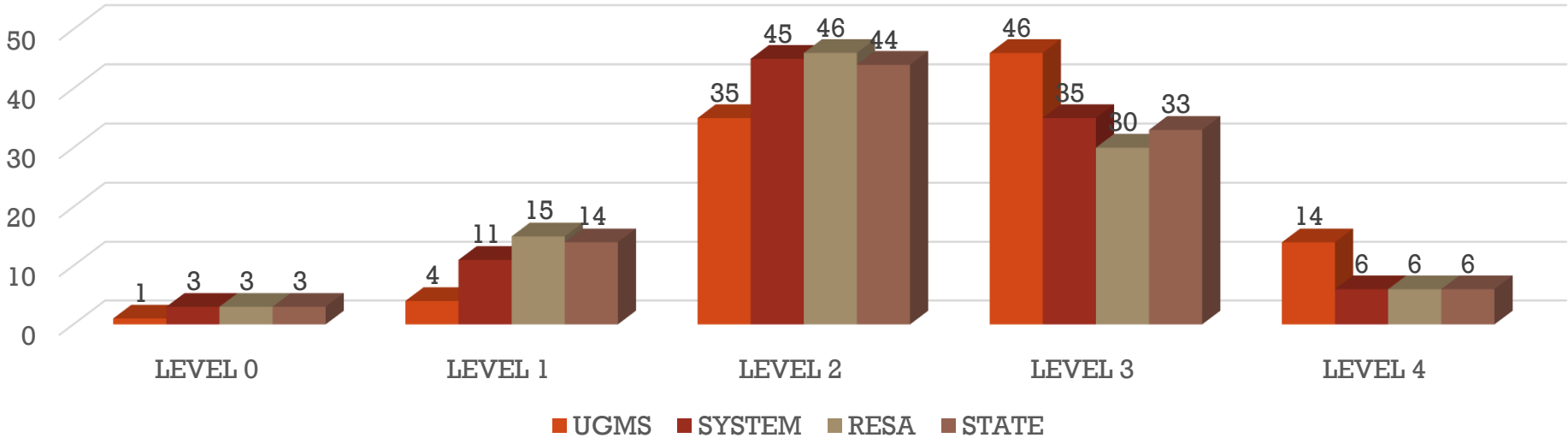
READING AND VOCABULARY PERFORMANCE

UGMS GRADE LEVEL COMPARISON

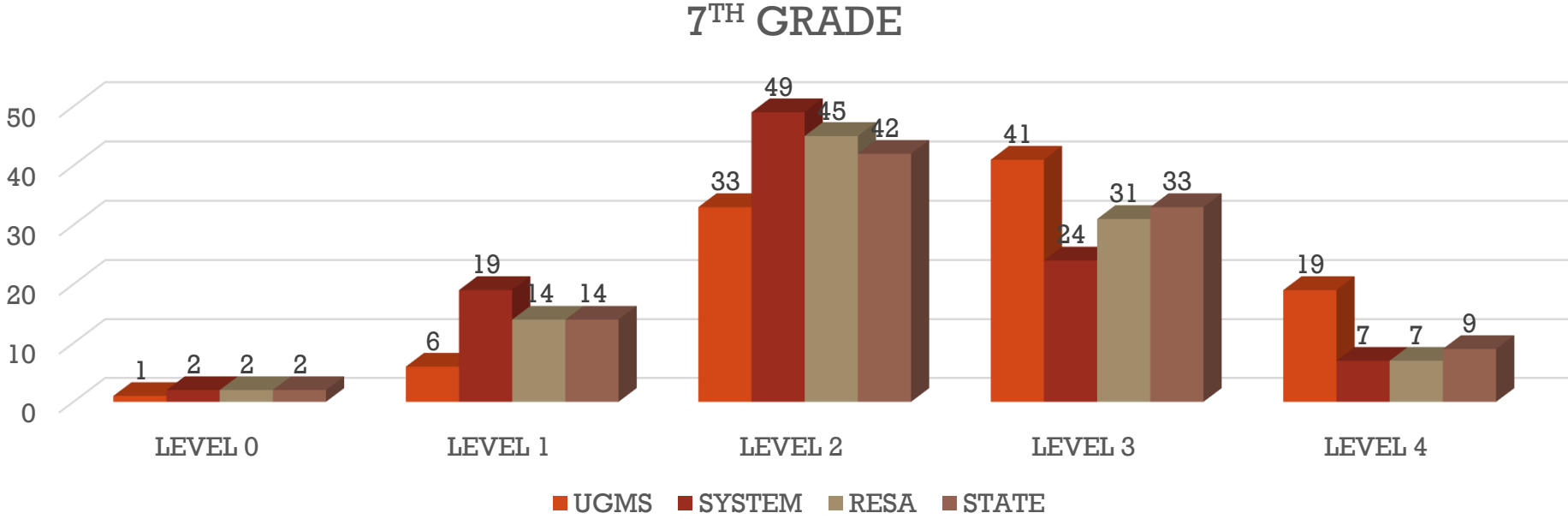


WRITING: IDEA DEVELOPMENT, ORGANIZATION, AND COHERENCE

6th GRADE

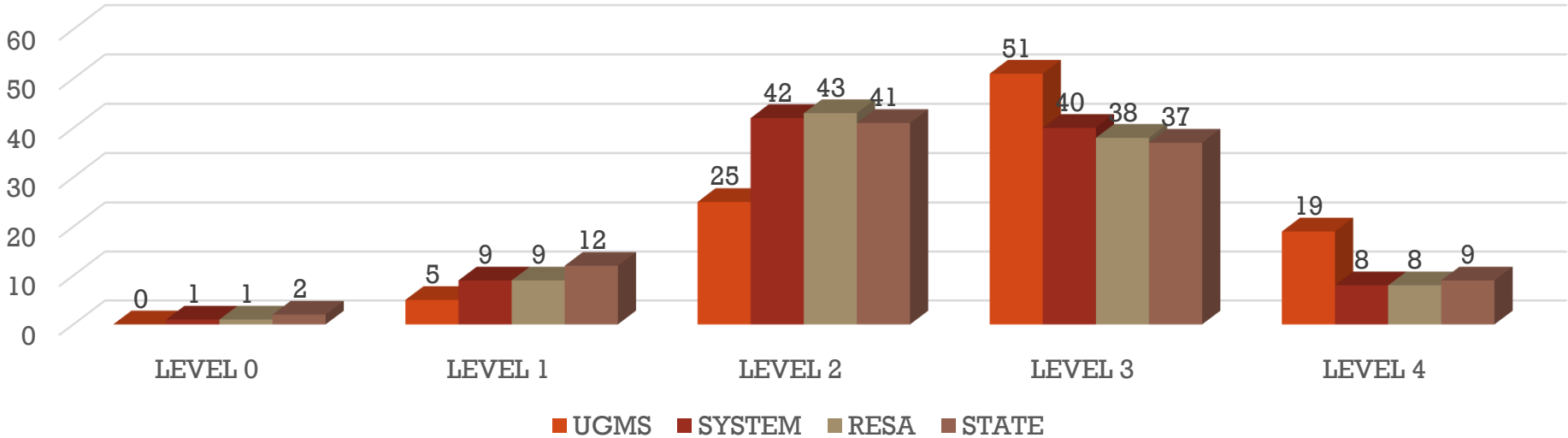


WRITING: IDEA DEVELOPMENT, ORGANIZATION, AND COHERENCE



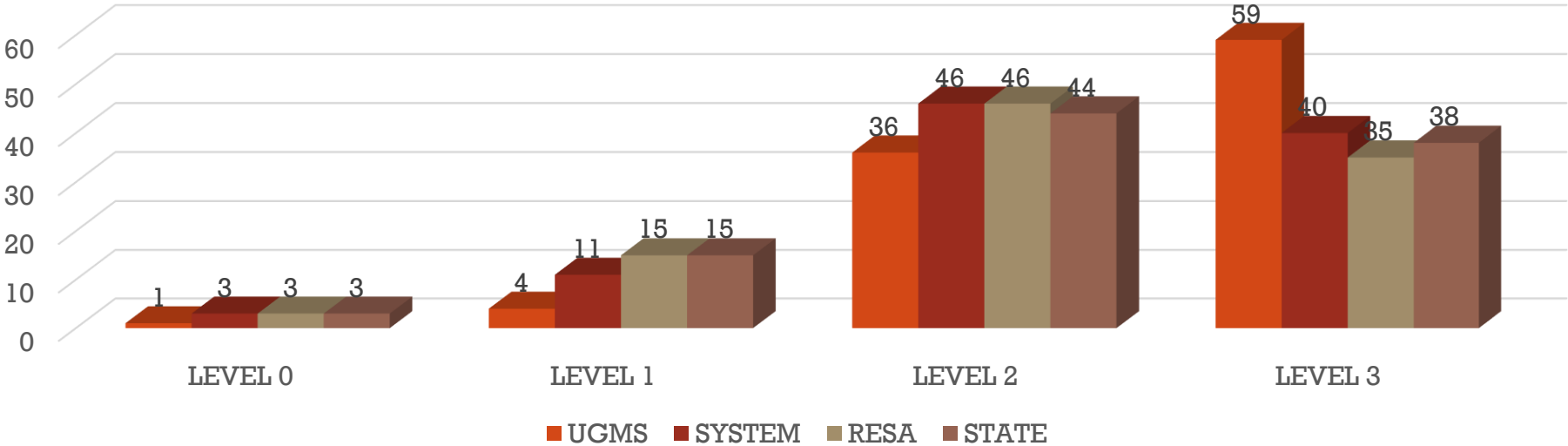
WRITING: IDEA DEVELOPMENT, ORGANIZATION, AND COHERENCE

8th GRADE



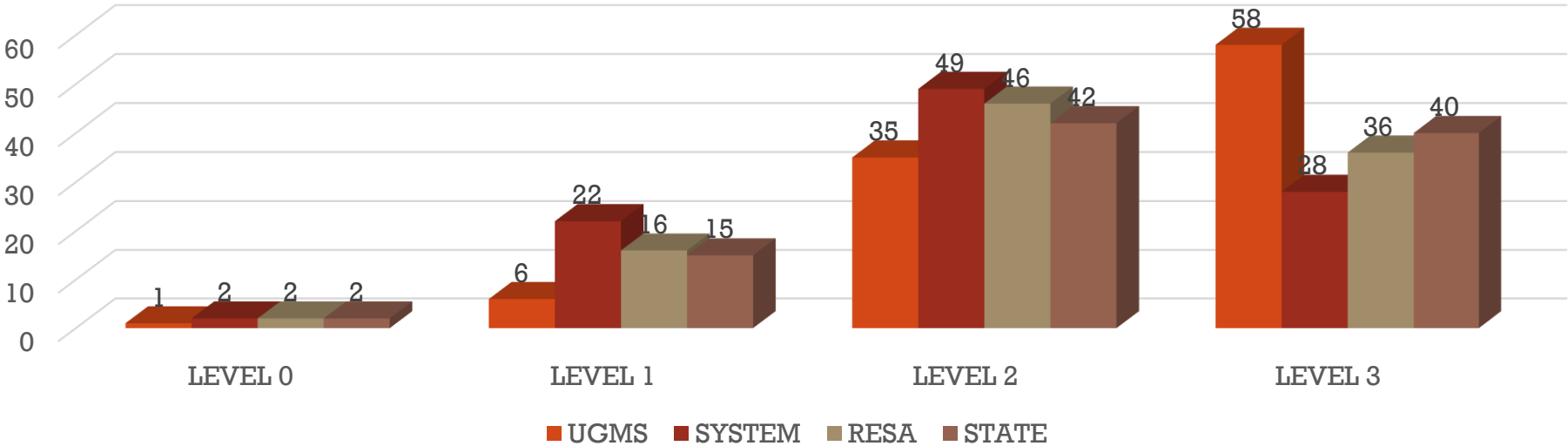
WRITING: LANGUAGE USE AND CONVENTIONS

6th GRADE



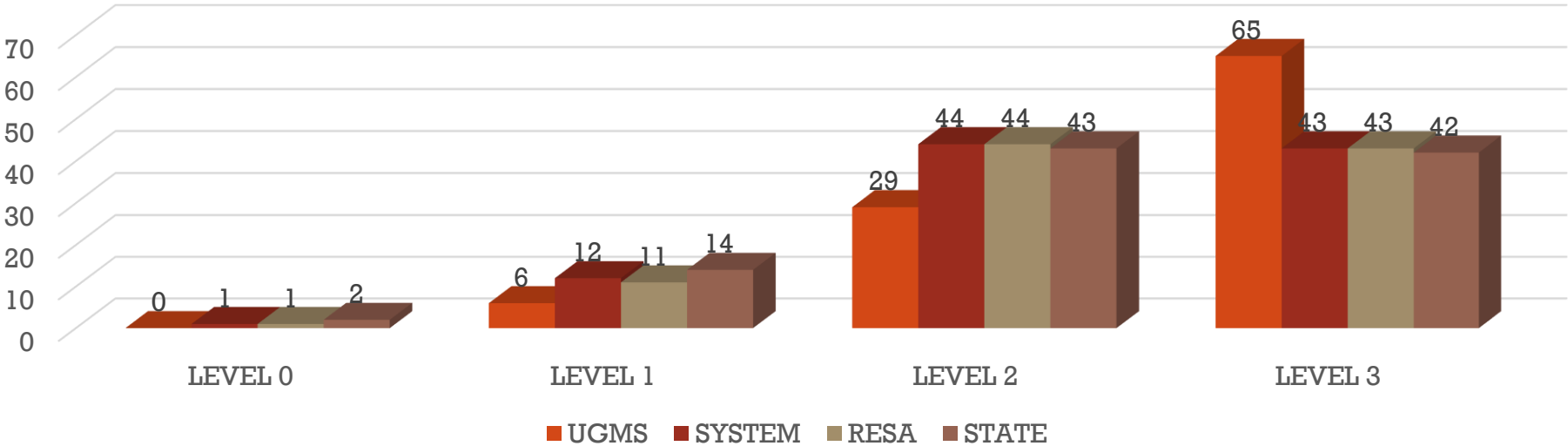
WRITING: LANGUAGE USE AND CONVENTIONS

7th GRADE



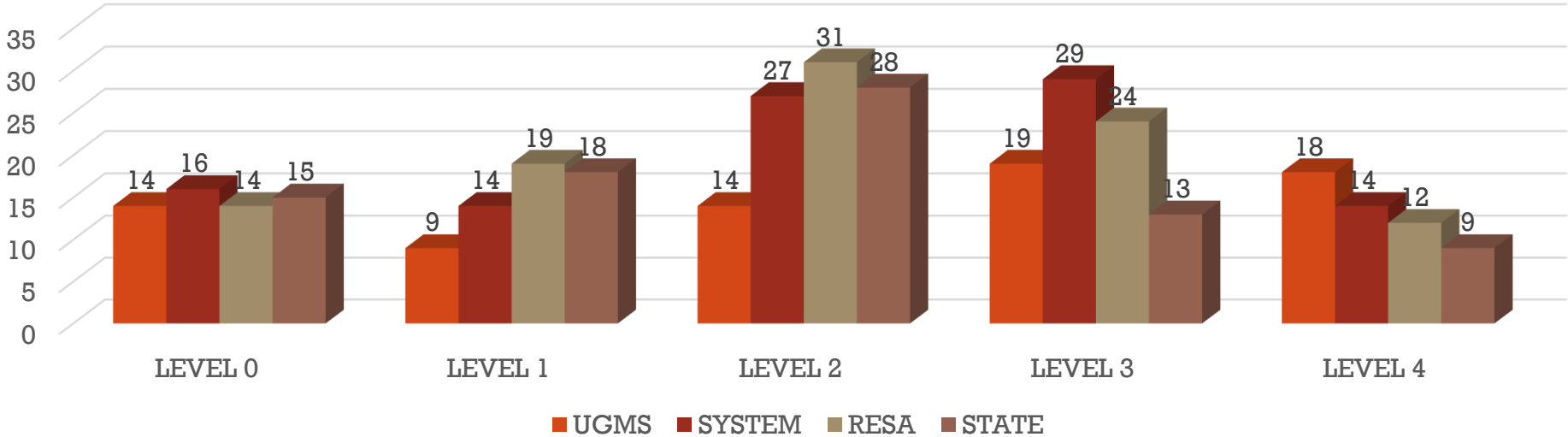
WRITING: LANGUAGE USE AND CONVENTIONS

8TH GRADE



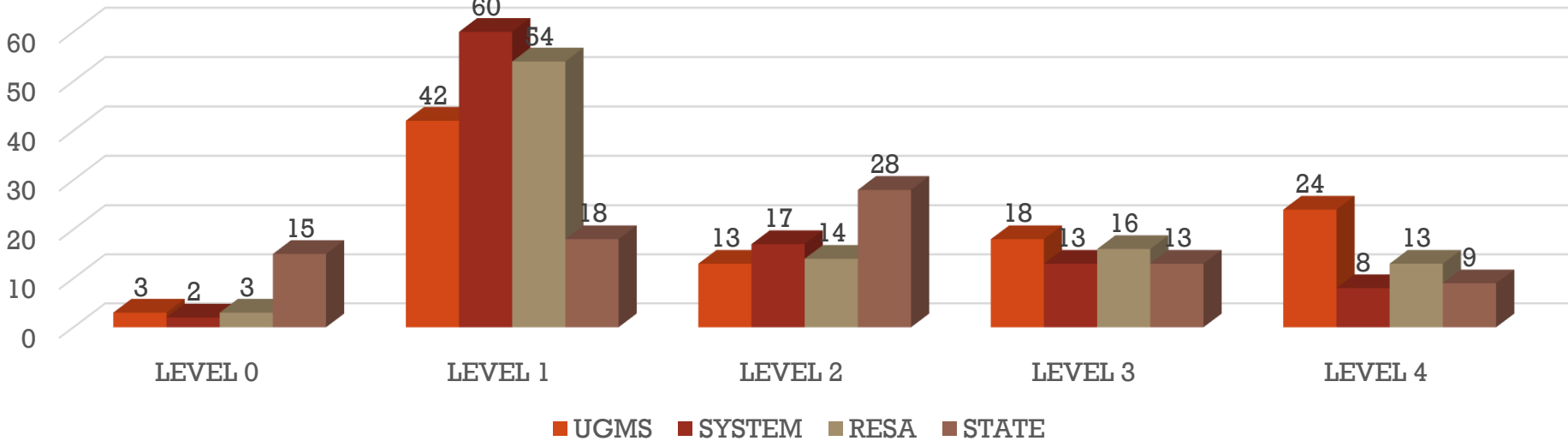
WRITING: NARRATIVE RESPONSE

6TH GRADE

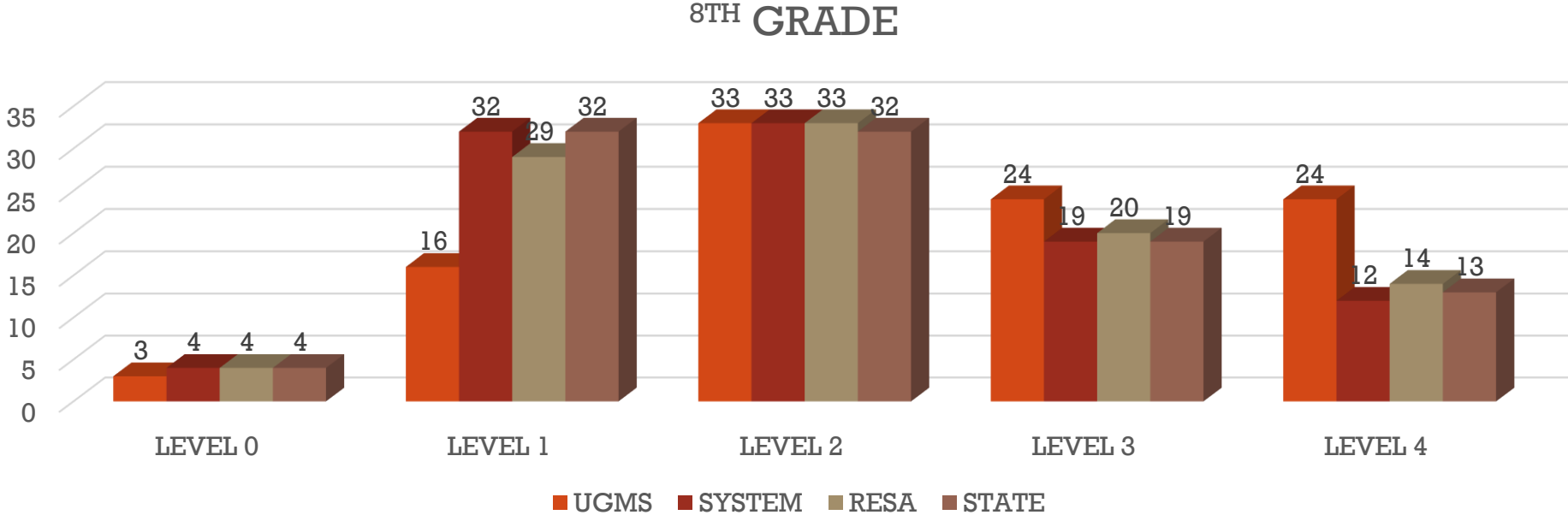


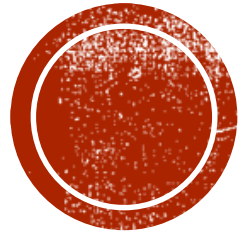
WRITING: NARRATIVE RESPONSE

7TH GRADE



WRITING: NARRATIVE RESPONSE





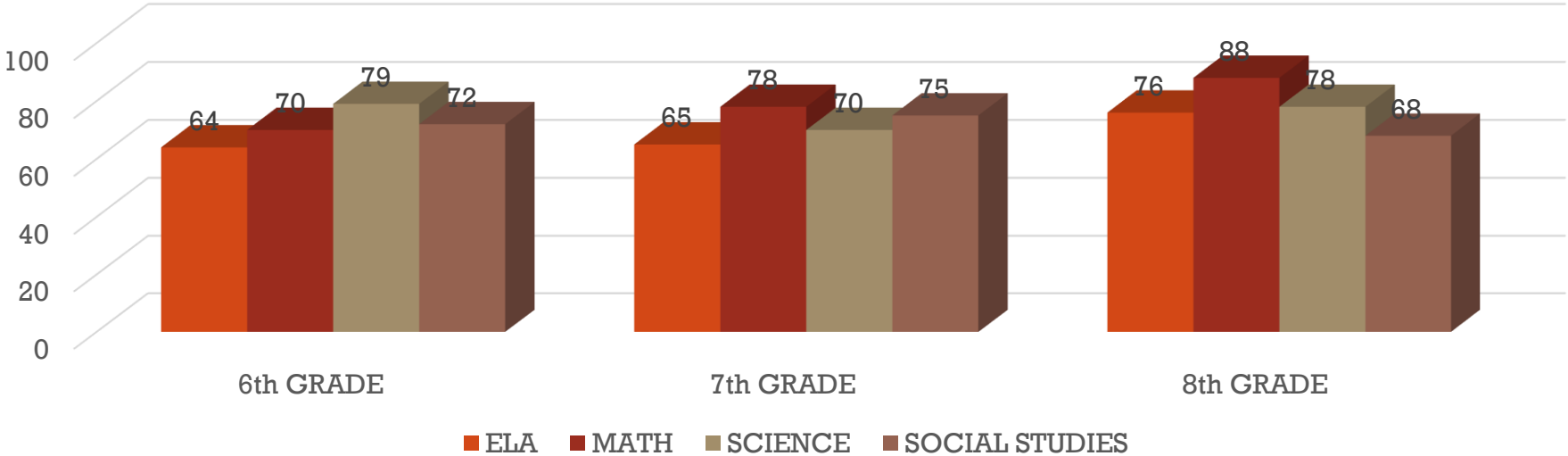
IMPLICATIONS FOR UGMS

Where are going, and how will we get there?

NATIONAL PERCENTILE COMPARISON BY GRADE AND SUBJECT

(BASED ON 10 QUESTIONS PER SUBJECT AREA)

BASED ON NORM REFERENCED ITEMS



SHORT TERM

- Analysis of domains
- Analysis of classroom roster performance
- Continuing with strategies that link to Milestones expectations
 - Increased rigor
 - More open response
 - More critical thinking
 - Keyboarding



LONG TERM

- Review and adjust school improvement plans to reflect Milestones targets
- Continue with current areas of focus
 - Content Specific Vocabulary
 - Establishing a growth mindset culture
 - Creating a personalized learning environment



QUESTIONS

- GADOE Website
 - FAQs
 - <http://www.gadoe.org/External-Affairs-and-Policy/communications/Pages/PressReleaseDetails.aspx?PressView=default&pid=394>

