



# A Parent's Guide to Standardized Testing in Georgia

Georgia Milestones Assessment

# The State's Rationale for Change

- ▶ Development of a **comprehensive** assessment system rather than a series of tests
  - ▶ CRCT, Writing Assessment, End of Course Tests will all be combined into a single assessment system
- ▶ Development of **coherent** assessment
  - ▶ Increase of rigor to position Georgia students to compete with peers nationally and internationally
  - ▶ Consistent signal about student preparedness for the next level be it grade or course
  - ▶ Consistent signal about student achievement within the state and with external measures (norm referenced items will enable national comparisons)
- ▶ Development of a **consolidated** assessment
  - ▶ Reading, Language Arts, and Writing will be merged into one assessment rather than 3

# The Need for Coherence: Georgia Performance on State vs. National Assessments

- ▶ 2013 Reading:

NAEP- Grade 4: 34% at/above proficient

Grade 8: 32% at/above proficient

CRCT- Grade 4: 93% met/exceeded

Grade 8: 97% met/exceeded

- ▶ 2013 Math:

NAEP- Grade 4: 39% at/above proficient

Grade 8: 29% at/above proficient

CRCT- Grade 4: 84% met/exceeded

Grade 8: 83% met/exceeded

- ▶ Disconnect shows our state assessments are not as rigorous as national assessments, hence our reports of achievement do not accurately reflect how Georgia students are prepared for the broader society.

# Rigor Implications on Student Scores

## Score Category Term Changes:

- ▶ CRCT score levels were designated as Did not Meet, Meets, and Exceeds.
- ▶ Milestones score levels will be designated as Needs Additional Support, On Track, Commendable.

For the Milestones Assessment, the state is changing the cut score requirements to make the test more rigorous, which translates into **students needing to get a greater percent of items correct to pass the test.**

- ▶ CRCT scores levels were set at an 800 to pass and an 850 to exceed.
- ▶ Milestones score levels will vary from test to test and grade level to grade level. For example, an On Track score in ELA may range from an 821 to an 830 depending on the grade. Commendable scores may range from an 854 to an 877, depending on the grade.
  - ▶ Our best estimate at this time is a student will need to get between 65% to 70% of the items correct to score in the On-Track category of the Milestones Assessment compared to around 50% of the items correct required to Meet on the CRCT.
  - ▶ Again, our best estimate at this time is a student will need to get between 85% to 90% of the items correct to score in the Commendable category compared with around 75% correct to earn an Exceeds designation on the CRCT.

# What will the GA Milestones Assess?

- ▶ Grades 3-8 End of Grade (EOG) assessments in the following subjects:
  - ▶ language arts (writing, reading, ELA embedded in 1 assessment)
  - ▶ mathematics
  - ▶ science
  - ▶ social studies
- ▶ High School - End of Course (EOC) assessments will serve as the final exam and hence 20% of student's final grades in the following courses:
  - ▶ 9<sup>th</sup> grade Literature & composition,
  - ▶ American Literature & composition,
  - ▶ Coordinate Algebra,
  - ▶ Analytic Geometry,
  - ▶ Physical Science
  - ▶ Biology
  - ▶ US History
  - ▶ Economics

# Features of the Assessment

- ▶ Addition of Constructed Response & Extended Response items in ELA and Math
- ▶ Writing Component (in response to text) at every grade and course within ELA assessments- Georgia High School Writing Test will still be administered in 14-15, but will be phased out
- ▶ Norm Referenced Items at every grade level to enable national comparison
- ▶ All students will take the same assessment; there will not be a modified version of the assessment for Special Education students (e.g., there will not be a CRCT-M- like assessment to go with Milestones). GAA will continue, however
- ▶ Transition to online administration over time
  - ▶ 30% of students in each building will be tested online this year; a student who takes one subject online will take all subjects online
  - ▶ All Special Education students with a Read Aloud Accommodation will be tested online in 2014-15 (to enable technology to provide that accommodation)
  - ▶ Addition of technology-enhanced items beginning in 2016-17

# What students will be required to demonstrate on the assessments?

## ELA-

- ▶ Ability to do a close analytic reading to construct meaning, make inferences, draw conclusions, compare and contrast ideas, themes, and synthesize ideas and concepts across multiple texts
- ▶ Ability to develop informative/explanatory responses or narratives, produce opinions/arguments- citing evidence from texts and using standard language conventions

## Math

- ▶ Conceptual understanding of concepts, procedural skills and fluency, problem solving, modeling, and mathematical reasoning

## Science

- ▶ An understanding of core concepts, ideas, and practices to explain scientific phenomena

## Social Studies

- ▶ An understanding of the past and its influence on the present and future including the interconnectedness of history, culture, geography, economics, and government/civics

# What is a Selected Response Item?

A general term for an item that requires the student to select a response from a selection of choices.

Traditionally referred to as a multiple choice item.

These will be on all tests (EOG and EOC).

Which fraction is largest?

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

$\frac{1}{2}$

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

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



# What is a Constructed Response Item?

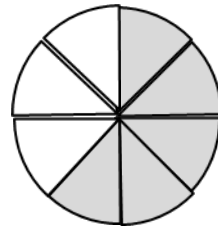
A general term for an item that requires the student to generate a response rather than selecting a response.

It allows for multiple correct answers or varying methods of arriving at the correct answer.

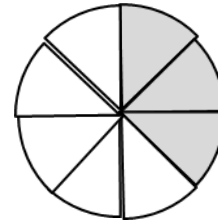
These will be on the ELA and mathematics tests.

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.

George



Ana



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

$\frac{3}{8}$

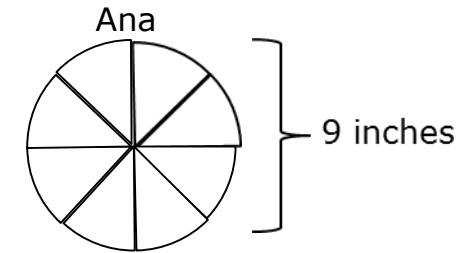
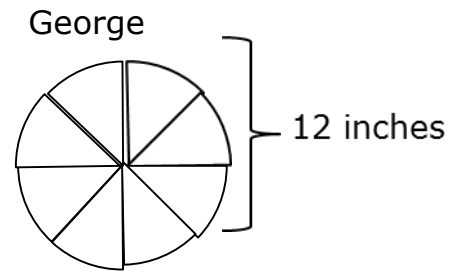
# What is an Extended Response Item?

These assessment questions require more elaborate answers and explanations of reasoning. Writing prompts or performance tasks are examples of extended-response items.

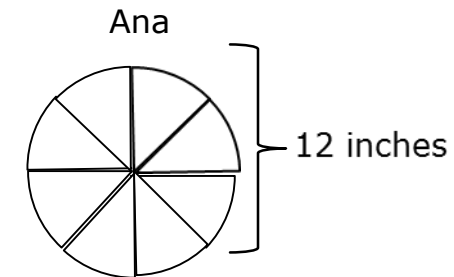
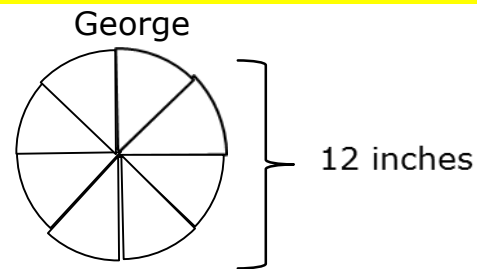
Extended Response items, like constructed response items, allow for multiple correct answers or varying methods of arriving at the correct answer.

These will be on the ELA and mathematics tests.

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 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 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.

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

# Items Specific to Year 1 of Milestones

- ▶ Test Results will be delayed during the first year of administration. Specifically, scores from the Spring assessment will be issued sometime in the Fall of 2015.
- ▶ Based on the delay of scores, the Promotion, Placement and Retention requirements associated with Georgia's Standardized test are waived for the 2014-15 school year.
  - ▶ As a result, the Milestones will not be high stakes for 3<sup>rd</sup>, 5<sup>th</sup>, or 8<sup>th</sup> graders in 2014-15.
  - ▶ Promotion/placement/retention in grades 3, 5 and 7 will be determined based on locally developed criteria and policies.
  - ▶ Based on the delay of scores, the provision to include EOC assessments as part of final grade calculations is waived for the 2014-15 school year.
  - ▶ Local systems are to develop policies related to the calculation of final course grades.

# What we, as a school, are doing to prepare students

- ▶ Schools should complete this slide based on what they are doing...
- ▶ Could be things like :
  - ▶ Using math frameworks tasks, which have constructed response and extended response tasks within it
  - ▶ Requiring students to cite evidence to support responses
  - ▶ Utilizing resources within OAS to provide students with practice opportunities

# Seeking Additional Information?

- ▶ Georgia Department of Education - Milestones Assessment Website  
<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-Assessment-System.aspx>
- ▶ Henry County Schools Assessment and Testing Parent Resources Link  
<http://schoolwires.henry.k12.ga.us/Page/50724>
- ▶ Henry County Schools Curriculum & Instruction - Milestones Support for Schools - provides practice tests and sample items.  
<http://schoolwires.henry.k12.ga.us/Page/72067>