Georgia Milestones

Comprehensive

– single program, not series of tests (e.g., CRCT; EOCT; WA); formative assessment tools to compliment summative

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 to align to the standards
Georgia Milestones

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

• High School
  – End of Course (EOC) in 9th Grade Literature & Composition, American Literature & Composition, Coordinate Algebra, Analytic Geometry, Physical Science, Biology, US History, and Economics
Georgia Milestones

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

A demo of CTB’s online platform can be accessed at this link –
http://learnoas.ctb.com/GA/

• 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.
Georgia Milestones

Transition to Online

– Year 1: minimum of 30% online
– Year 3: minimum of 80% online
– Year 5: minimum of 100% online

Paper/pencil versions will be available for the small number of students who cannot interact with computer due to their disability. Braille forms will be available.
Georgia Milestones

Blended: Criterion-Referenced and Norm-Referenced

Georgia Milestones will provide:

– criterion-referenced performance information in the form of four performance levels, depicting students’ mastery of state standards

– norm-referenced performance information in the form of national percentiles, depicting how students’ achievement compares to peers nationally

Note: To provide norm-referenced information, some norm-referenced items may not align to Georgia’s content standards. Only aligned NRT items will contribute to proficiency designations.
Georgia Milestones

Item Types

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

• **Constructed-Response**
  – ELA and mathematics

• **Extended-Response**
  – ELA and mathematics

• **Technology Enhanced**
  – to begin in 2016-2017

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 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.
Examining Georgia Milestones Item Types

Example – Grade 3 Mathematics – Fractions
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: \( \frac{3}{8} \)

\( \frac{5}{8} > \frac{3}{8} \)
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.
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 $\frac{3}{8}$ $>$
Resources Available NOW

• Content standards
  – frameworks, formative lessons, PARCC evidence statements
• Sample items
  – formative items/benchmarks via Georgia OAS→GOFAR;
  – released items via PARCC, SBAC, other states (KY, NY), NAEP
  – parent’s guide to Georgia’s new assessment developed by
    the National PTA  [http://www.pta.org/advocacy/content.cfm?ItemNumber=3816 ]
• CRCT Readiness Indicators
• Lexiles

Focus on teaching and learning –
eliciting evidence of student
learning during instruction and
adjusting as needed.
**CRCT Readiness Indicators: Reading, ELA, Mathematics**

- Indicators were designed to send a signal to stakeholders about where students are relative to where they need to be headed.

- Indicators provide feedback about our preparedness for the increase in rigor and expectation for student achievement that is on the horizon.

- Feedback consists of the percent of students who achieved each readiness level – state, district, and school levels – *for instructional planning purposes*.

---

*While we cannot guarantee that students who achieve the On-Track level will be proficient on the new assessment, we do know they will be better prepared and positioned to be successful.*
## Lexiles with CRCT Readiness Indicators

<table>
<thead>
<tr>
<th>Lexiles</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Core Stretch Text – Lower Limit</td>
<td>520</td>
<td>740</td>
<td>830</td>
<td>925</td>
<td>970</td>
<td>1010</td>
</tr>
<tr>
<td>Common Core Stretch Text – Upper Limit</td>
<td>820</td>
<td>940</td>
<td>1010</td>
<td>1070</td>
<td>1120</td>
<td>1185</td>
</tr>
<tr>
<td>On Track</td>
<td>625</td>
<td>775</td>
<td>845</td>
<td>930</td>
<td>970</td>
<td>1070</td>
</tr>
<tr>
<td>Commendable</td>
<td>890</td>
<td>990</td>
<td>1085</td>
<td>1155</td>
<td>1210</td>
<td>1265</td>
</tr>
<tr>
<td>Meets</td>
<td>410</td>
<td>570</td>
<td>650</td>
<td>685</td>
<td>800</td>
<td>805</td>
</tr>
<tr>
<td>Exceeds</td>
<td>790</td>
<td>915</td>
<td>1040</td>
<td>1120</td>
<td>1210</td>
<td>1265</td>
</tr>
<tr>
<td>US Typical Reader – Lower Limit</td>
<td>330</td>
<td>445</td>
<td>565</td>
<td>665</td>
<td>735</td>
<td>805</td>
</tr>
<tr>
<td>US Typical Reader – Upper Limit</td>
<td>700</td>
<td>810</td>
<td>910</td>
<td>1000</td>
<td>1065</td>
<td>1100</td>
</tr>
<tr>
<td>Georgia 2013 Median</td>
<td>790</td>
<td>860</td>
<td>940</td>
<td>1070</td>
<td>1095</td>
<td>1210</td>
</tr>
</tbody>
</table>
Figure 2: Distribution of text readability measures related to student performance standards and distribution of students scoring Exceeds Standards on American Literature EOCT in spring 2013 (text distribution: minimum, 25th, 50th, 75th, and maximum percentiles).
Formative Assessment Initiatives

Bringing a Balanced Assessment Focus to the Classroom

- 1600 new items loaded
- 1140 science and social studies items will be loaded in fall 2014
- 24 Benchmarks developed
- Formative Item Bank
- Assessment Literacy Professional Learning
- Benchmark Assessments
- Formative Instructional Practices (FIP) [7 foundational modules launched in summer 2013]
- Additional 12 modules will expand upon the foundation
## Overall ELA Pilot Summary Data

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of students and percent falling into each score point</th>
<th>Total student N/%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Incorrect or Irrelevant</td>
<td>Minimally Demonstrated</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>1208</td>
<td>2713</td>
</tr>
<tr>
<td></td>
<td>20.7%</td>
<td>46.5%</td>
</tr>
<tr>
<td>4</td>
<td>1223</td>
<td>2593</td>
</tr>
<tr>
<td></td>
<td>20.7%</td>
<td>43.9%</td>
</tr>
<tr>
<td>5</td>
<td>1148</td>
<td>2038</td>
</tr>
<tr>
<td></td>
<td>17.0%</td>
<td>30.2%</td>
</tr>
<tr>
<td>6</td>
<td>781</td>
<td>2427</td>
</tr>
<tr>
<td></td>
<td>12.9%</td>
<td>40.0%</td>
</tr>
<tr>
<td>7</td>
<td>913</td>
<td>2389</td>
</tr>
<tr>
<td></td>
<td>13.0%</td>
<td>34.0%</td>
</tr>
<tr>
<td>8</td>
<td>1322</td>
<td>2673</td>
</tr>
<tr>
<td></td>
<td>19.6%</td>
<td>39.6%</td>
</tr>
<tr>
<td>HS (9th Lit)</td>
<td>1362</td>
<td>2732</td>
</tr>
<tr>
<td></td>
<td>22.8%</td>
<td>45.7%</td>
</tr>
<tr>
<td>HS (Am Lit)</td>
<td>1115</td>
<td>2407</td>
</tr>
<tr>
<td></td>
<td>17.9%</td>
<td>38.7%</td>
</tr>
</tbody>
</table>
## Overall Math Pilot Summary Data

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of students and percent falling into each score point</th>
<th>Total student N/%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Incorrect or Irrelevant</td>
<td>Minimally Demonstrated</td>
</tr>
<tr>
<td>0</td>
<td>2085</td>
<td>1756</td>
</tr>
<tr>
<td>3</td>
<td>35.7%</td>
<td>30.1%</td>
</tr>
<tr>
<td>1</td>
<td>2118</td>
<td>2064</td>
</tr>
<tr>
<td>4</td>
<td>35.9%</td>
<td>35.0%</td>
</tr>
<tr>
<td>2</td>
<td>1880</td>
<td>1548</td>
</tr>
<tr>
<td>5</td>
<td>27.9%</td>
<td>23.0%</td>
</tr>
<tr>
<td>3</td>
<td>2506</td>
<td>1938</td>
</tr>
<tr>
<td>6</td>
<td>41.3%</td>
<td>31.9%</td>
</tr>
<tr>
<td>4</td>
<td>2454</td>
<td>1473</td>
</tr>
<tr>
<td>7</td>
<td>34.9%</td>
<td>21.0%</td>
</tr>
<tr>
<td>5</td>
<td>2513</td>
<td>1840</td>
</tr>
<tr>
<td>8</td>
<td>37.2%</td>
<td>27.3%</td>
</tr>
<tr>
<td>HS</td>
<td>3977</td>
<td>2696</td>
</tr>
<tr>
<td></td>
<td>66.5%</td>
<td>45.1%</td>
</tr>
</tbody>
</table>
Key Findings From Pilots of Formative Open-Ended Items

• 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
Resources Available SOON

• Sample items specific to Georgia Milestones
• Ancillary support resources, such as
  – Content Descriptions (test blueprints)
  – Student Study Guides
  – Technology Specifications
  – Accommodations Guidelines
  – Assessment for Learning Modules [types of items to elicit evidence of student learning]
  – Informational videos [parents & public / educators]

Focus on teaching and learning – eliciting evidence of student learning during instruction and adjusting as needed.
Our Assessment Landscaping is Changing

• Assessment development is a process, not an event
  – information and ancillary materials will be made provided as soon as available

• Georgia is transitioning from a set of long-standing, mature programs
  – districts, schools, students, parents, and the public are familiar with and know what to expect

• This transition provides Georgia with an opportunity
  – however, as with any change, there will be periods of uncertainty and discomfort
Georgia Milestones

Guiding principles stipulate that Georgia Milestones:

✓ be sufficiently challenging to ensure Georgia students are well positioned to compete with other students across the United States and internationally;

✓ be intentionally designed across grade levels to send a clear signal of student progress/growth and preparedness for the next level, be it the next grade level, course, or college or career;

✓ be accessible to all students, including those with disabilities or limited English proficiency, at all achievement levels;

✓ support and inform educator effectiveness initiatives, ensuring items and forms are appropriately sensitive to quality instructional practices; and

✓ accelerate the transition to online administration, allowing — over time — for the inclusion of innovative technology-enhanced items.
Georgia Milestones

In closing, some reminders:

– New program – new development [not redevelopment]
– Georgia educators will be involved in test design and development
– Georgia Milestones replaces the CRCT, EOCT, and Writing Assessments in grades 3, 5, and 8
  • writing, in response to text, will be assessed as part of the ELA assessment in each grade and course
  • the Georgia High School Writing Test (GHSWT) will be administered and remains a diploma requirement for the 2014-2015 school year
Georgia Milestones

Georgia Milestones represents a significant change and importantly – *an opportunity* – for our state.

This opportunity allows us to *recalibrate*, as a state, and *refocus* on *teaching and learning* as a primary emphasis with assessment and accountability serving a *supporting* role.