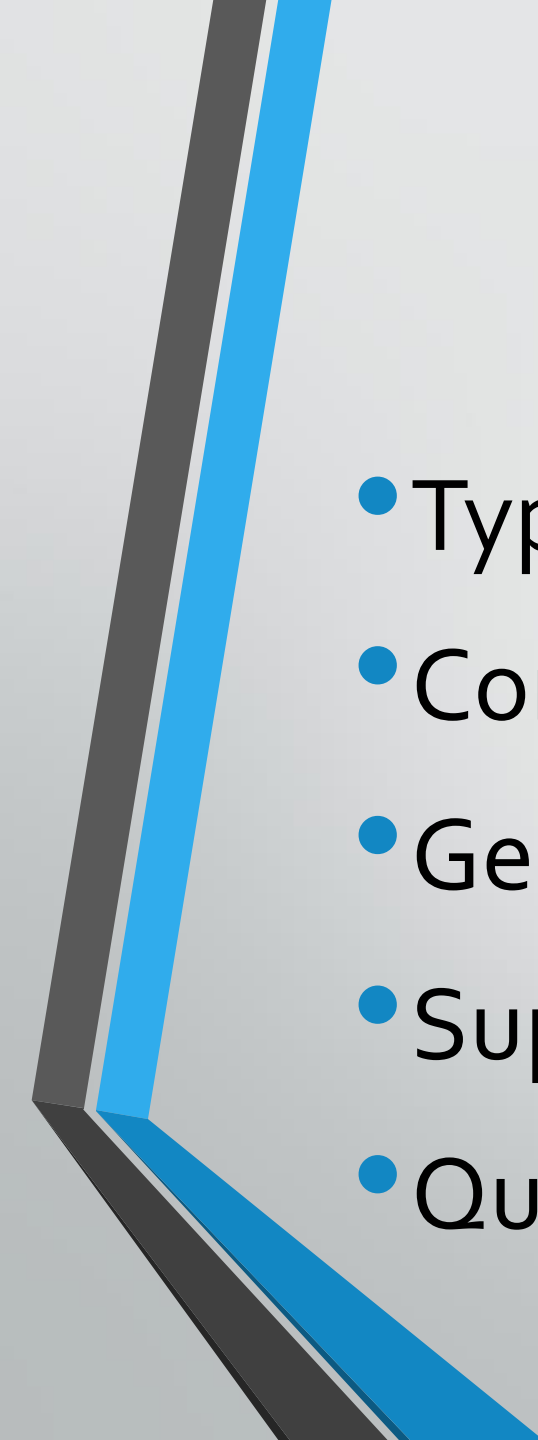


# Interim & Summative Assessments Parent Informational Session

Beecher Hills ES

Ovura (Thea) Crosby, Lead Test Coordinator

2/9/15



# Agenda

- Types of Assessments
- Computer Adaptive Assessment
- Georgia Milestones Assessment
- Supporting Your Students
- Questions & Answers

# Types of Assessments

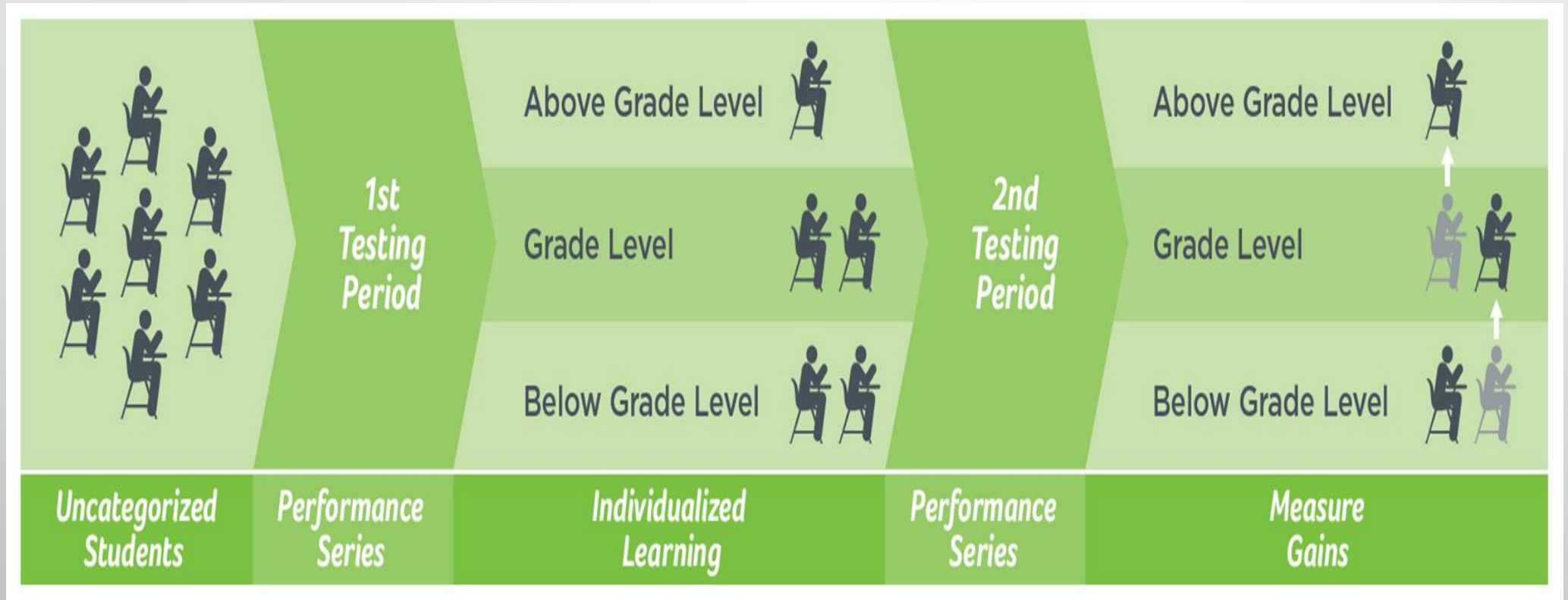
## Interim Assessment-CAAS

- Given several times a year
- Used to monitor semester growth
- Used to inform current instruction

## Summative Assessment-GMA

- Given once a year
- Used to monitor yearly growth
- Used to inform future instruction

# The Purpose of CAAS



# Interpreting the Results

**Scaled Score:** Student's ability level in a subject area - instructional level independent of grade.

**SIP (%):** Standards Item Pool score – student's estimated % correct for all test questions aligned to grade and topic.

**Current Year Gains:** Difference between the first and most recent Scaled Scores, YTD growth.

**National Average:** National Scaled Score average for student's grade level for one time period. (dotted line on graph-grey) Listed by grade and testing period: (F)all, (W)inter, and (S)pring.

**District Average:** District Scaled Score average for student's grade level.

**Lexile:** Reading level for parents and teachers to locate appropriate materials. ([www.lexile.com](http://www.lexile.com))

**NPR:** National Percentile Ranking - Student rank in comparison to national grade-level peers.

## Reading Performance

Current Score from: 1/6/15 9:53 a.m. 00:42:44

**Scaled Score:** 2669

**Overall SIP (Grade 4):** 81

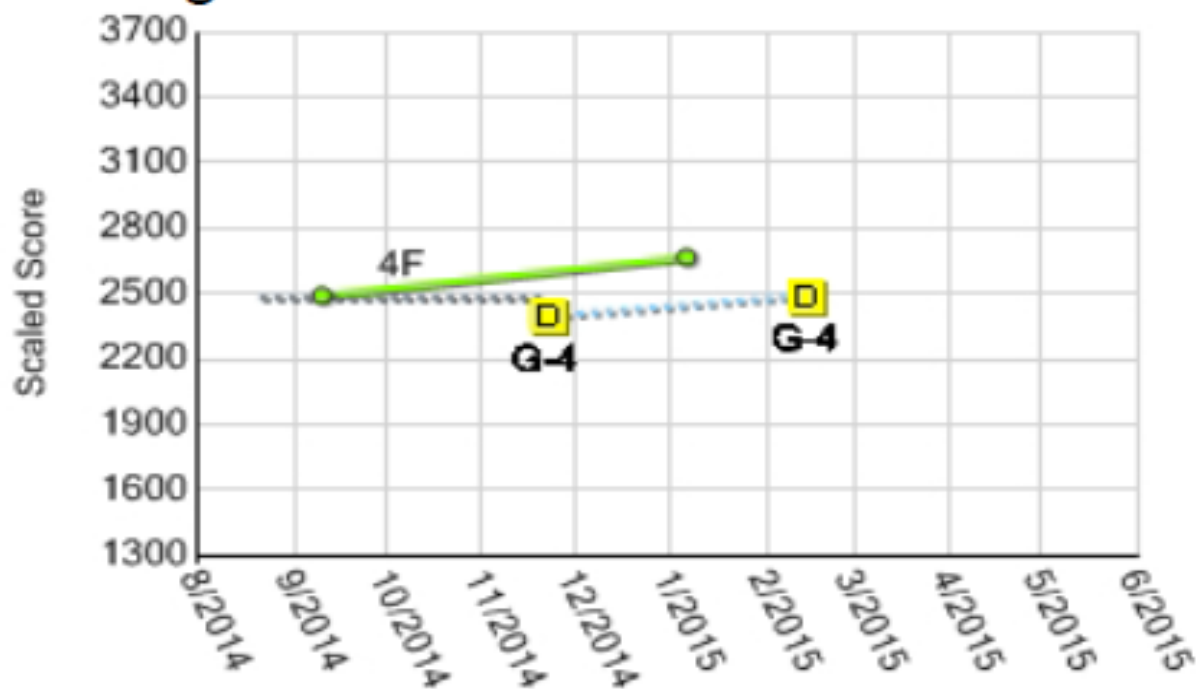
**Performance:** High Average

**Current Year Gains:** +175

**NPR:** 61

**Lexile:** 770L

## Reading Trends



# Lexile Levels

## LEXILE TEXT RANGES TO GUIDE READING FOR COLLEGE AND CAREER READINESS

GRADES	CCSS LEXILE TEXT RANGE
11–12	1185L–13 <sub>8</sub> 5L
9–10	1050L–13 <sub>3</sub> 5L
6–8	925L–11 <sub>8</sub> 5L
4–5	740L–10 <sub>1</sub> 0L
2–3	420L–820L
1	190L–5 <sub>3</sub> 0L

Grade 3 Goal: 750

Grade 5 Goal: 850

# Interpreting the Results

## Math Performance

Current Score from: 1/12/15 12:32 p.m. 00:19:27

**Scaled Score:** 2054

**Current Year Gains:** +90

**Performance:** Low Average

**Overall SIP (Grade 2):** 56

**Unit Score Ranges:**

Number & Operations: 1761–**1879**–1997

Algebra: 2071–**2205**–2339

Geometry: 1814–**1943**–2072

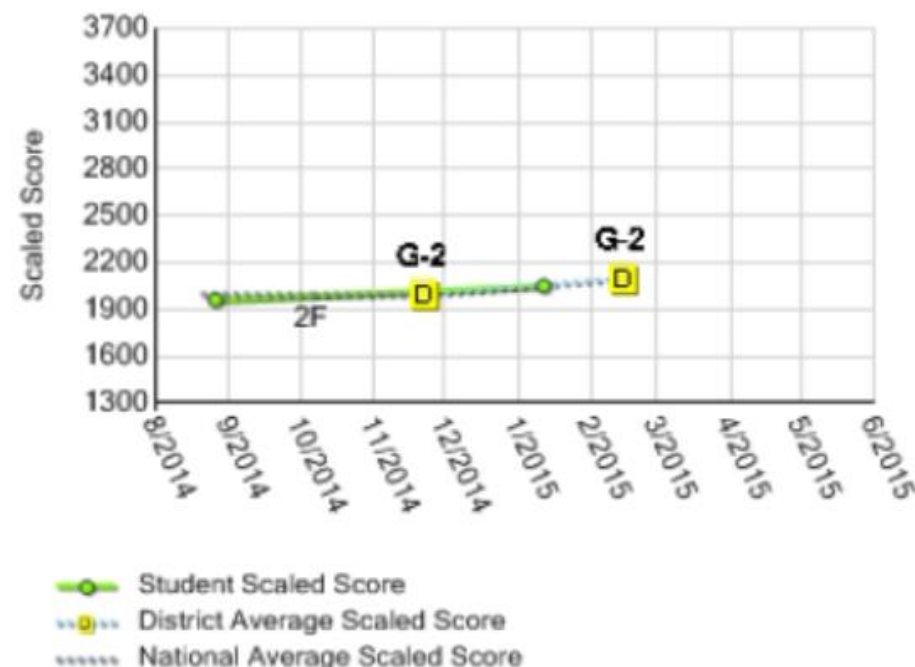
Measurement: 1978–**2107**–2236

Data Analysis & Probability: 2033–**2158**–2283

**NPR:** 40

**NCE:** 45

## Math Trends



**Scaled Score:** Student's ability level in a subject area - instructional level independent of grade.

**SIP (%):** Standards Item Pool score – student's estimated % correct for all test questions aligned to grade and topic.

**Current Year Gains:** Difference between the first and most recent Scaled Scores, YTD growth.

**National Average:** National Scaled Score average for student's grade level for one time period. (dotted line on graph-grey) Listed by grade and testing period: (F)all, (W)inter, and (S)pring.

**District Average:** District Scaled Score average for student's grade level.

**Lexile:** Reading level for parents and teachers to locate appropriate materials. ([www.lexile.com](http://www.lexile.com))

**NPR:** National Percentile Ranking - Student rank in comparison to national grade-level peers.



# iGoals

## GA Milestone Cut Scores Reading/ELA

Performance Levels		Reading/ELA		
Abbreviation	GA Milestones/CRCT	Spring CRCT 2014	Fall CAAS 2014	Winter CAAS 2015
<b>CMD</b>	Commendable/Exceeds	875/870	2894	2943
<b>OT</b>	On Track/Meets	830/825	2516	2594
<b>NAS</b>	Needs Additional Support/Does Not Meet	Below 830/825	Below 2516	Below 2594

## GA Milestone Cut Scores Mathematics

Abbreviation	GA Milestones/CRCT	Spring CRCT 2014	Fall CAAS 2014	Winter CAAS 2015
<b>CMD</b>	Commendable/Exceeds	895	2779	2834
<b>OT</b>	On Track/Meets	812	2408	2434
<b>NAS</b>	Needs Additional Support/Does Not Meet	Below 812	Below 2408	Below 2434



# iGoals

## Fall 2014 CAAS iGoals

Created by Research and Evaluation

For more resources around iGoals goto <http://igoals.atlantapublicschools.info>

READING/ELA	CRCT	CAAS Reading/Reading Foundation		GA Milestones
	Spring 2014	Fall 2014	Winter 2015	Spring 2015
Scale Score	831/818	2663		
GA Milestone PL	OT/NAS	OT		
APS Percentile	41st/41st	61st		
Lexile	785	760		

MATHEMATICS	CRCT	CAAS Mathematics		GA Milestones
	Spring 2014	Fall 2014	Winter 2015	Spring 2015
Scale Score	804	2428		
GA Milestone PL	NAS	OT		
APS Percentile	36th	55th		

# iGoals

	SCIENCE		SOCIAL STUDIES	
	CRCT Spring 2014	GA Milestones Spring 2015	CRCT Spring 2014	GA Milestones Spring 2015
Scale Score	832		805	
GA Milestone PL				
APS Percentile	57th		40th	

ATTENDANCE	2013-2014	Fall 2014	Winter 2015	2014-2015
Rate	93%	100%		
Total Absences	12	0		
Membership Days	174	47		

BEHAVIOR	2013-2014	Fall 2014	Winter 2015	2014-2015
# of Incidents				
# of Suspension Days				



Melissa Fincher, Ph.D.  
Deputy Superintendent, Assessment & Accountability  
[mfincher@doe.k12.ga.us](mailto:mfincher@doe.k12.ga.us)



# GEORGIA MILESTONES ASSESSMENT SYSTEM

# Georgia Milestones



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- Grades 3 – 8
  - **End of Grade (EOG)** in language arts, mathematics, science, social studies
- High School
  - **End of Course (EOC)** in 9<sup>th</sup> Grade Literature & Composition, American Literature & Composition, Coordinate Algebra, Analytic Geometry, Physical Science, Biology, U.S. History, and Economics

Georgia Department of Education

# Guiding Principles

- Comprehensive
  - Single assessment program instead of a series of tests
- Coherent
  - Consistent expectations and sufficient challenge to position Georgia students to compete with peers nationally and internationally
  - Consistent data about student preparedness for the next level (grade, course, college/career)
  - Consistent signal about student achievement both within system (across grades and courses) and with external measures (NAEP, PSAT, SAT, ACT)
- Consolidated
  - Combines reading, language arts, and writing into a single measure to align to the standards

# Guiding Principles

- **Challenging**
  - Ensure Georgia students positioned to compete with other students nationally and internationally
- **Intentional**
  - Designed across grade levels to send a clear signal of student progress/growth and preparedness for the next level
- **Accessible**
  - Available to all students at all achievement level including students with disabilities or limited English proficiency
- **Informative**
  - Support and inform educator effectiveness initiatives, ensuring items and forms are appropriately sensitive to quality instructional practices
- **Technology Based**
  - Transition to online administration with future inclusion of innovative technology-enhanced items.



# Georgia Milestones



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## Rule Amendment

- GMA will not be used for the 2014-2015 as a determination for promotion and retention
- State & APS Rule Waiver for the 2014-2015 school year
- District Policy IHE will be used to determine Promotion

Georgia Department of Education

# Georgia Milestones



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## 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.

Addition of technology-enhanced items beginning in 16-17.

# Georgia Milestones



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## 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



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- It is important to remember that Georgia Milestones is primarily a criterion-referenced test, reflecting the content standards for each grade and course
  - teachers 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



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## Transition to Online

- Year 1
- Year 3: m
- Year

Due to incompatibility of the State technology and the APS technology infrastructure, after an upgrade by the state, **APS will not administer the GMA online this year.** All students will take the assessment paper and pencil.

A demo of CTB's

<http://learn>

- Click on any one
- Click on "Login", no crede
- Click on "Start the test"

Note – the demonstration to obtain generic items from multiple grade levels and are not designed to be reflective of Georgia Milestones content.

versions will be  
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frame forms will

Education

# Georgia Milestones



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## General Test Parameters

- ELA will consist of 3 sections, 1 of which will focus mainly on writing **(Multiple Choice, Constructed Response & Extended Response)**
- Mathematics will consist of 2 sections **(Multiple Choice & Constructed Response)**
- Science will consist of 2 sections **(Multiple Choice Only)**
- Social Studies will consist of 2 sections **(Multiple Choice Only)**

Georgia Department of Education

# Administration Times



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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 time limits do not apply to those students who have the accommodation of extended time.



# Georgia Milestones



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## 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)

### Norm-Referenced

- Total Number of Items: 20 (10 of which contribute to CR score)

### Embedded Field Test

- Total field test items: 6

Total number of items taken by  
each student: 60

# Georgia Milestones



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## 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 (contributes to the writing score).
- Within section three, students will read a pair of passages and complete a series of items prior to writing their essay:
  - 3 selected-response items asking about the salient features of each passage and comparing/contrasting between the two passages (contributes to reading score)
  - 1 constructed-response item requiring linking the two passages (contributes to the reading score)
  - 1 writing prompt (allowing for an extended writing response) in which students must cite evidence to support their conclusions, claims, etc. (contributes to the writing score)

**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.

# Georgia Milestones Writing Rubric



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- 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
- Students will be scored on two features
  - Idea Development, Organization, & Coherence
  - Language Usage & Conventions

# Examining Georgia Milestones

## Example- Grade 5- Constructed Response

**Identify problems that prospectors experienced during the Georgia Gold Rush that are described in "A Letter Home" and "Yellow Money."**

**Use details from the text to support your answer.  
Answer in complete sentences, and use correct punctuation and grammar.  
Write you answer on the paper provided.**

# Georgia Milestones



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## 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)

### Norm-Referenced

- Total Number of Items: 20 (10 of which contribute to CR score)

### Embedded Field Test

- Total field test items: 10

Total number of items taken by  
each student: 73

# Examining Georgia Milestones



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## Example- Grade 3 Mathematics- Fractions

Which fraction is largest?

☐ A  $\frac{1}{4}$

☒ B  $\frac{1}{2}$

☐ C  $\frac{1}{6}$

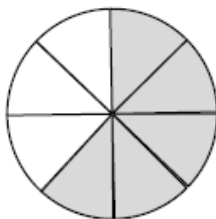
☐ D  $\frac{1}{3}$

# Examining Georgia Milestones

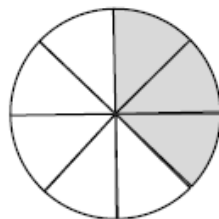
## Constructed Response

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.

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

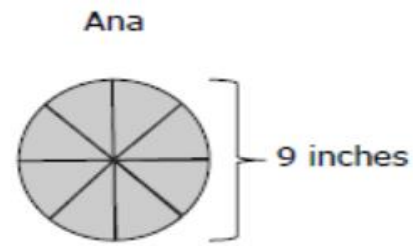
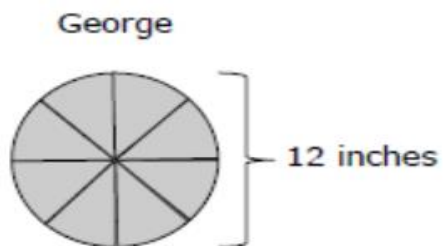
$\frac{3}{8}$



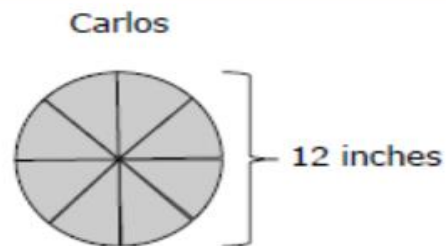
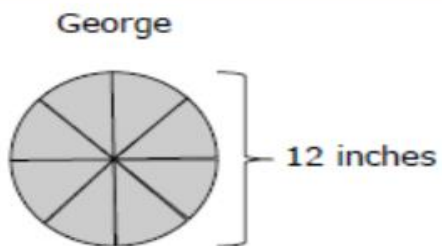


# Examining Georgia Milestones

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.

# Georgia Milestones



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## General Test Parameters: Science

### Criterion-Referenced

Total Number of Items: 55 / Total Number of Points: 55

#### Breakdown by Item Type:

- 55 Selected Response (worth 1 point each; approximately 10 of which are aligned NRT)

### Norm-Referenced

- Total Number of Items: 20 (approximately 10 of which contribute to CR score)

### Embedded Field Test

- Total field test items: 10

Total number of items taken by  
each student: 75

# Georgia Milestones



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## General Test Parameters: Social Studies

### Criterion-Referenced

Total Number of Items: 55 / Total Number of Points: 55

#### Breakdown by Item Type:

- 55 Selected Response (worth 1 point each; approximately 10 of which are aligned NRT)

### Norm-Referenced

- Total Number of Items: 20 (approximately 10 of which contribute to CR score)

### Embedded Field Test

- Total field test items: 10

Total number of items taken by  
each student: 75

# Scratch Paper



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## End of Grade

Blank scratch paper (including notebook paper) should be provided to students taking the following EOGs *regardless of administration mode*:

- ELA: **Section 3 only**
- Mathematics

# Transition to Georgia Milestones: Resources Available **NOW**



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**NOTE:** The content weights communicate the REPORTING CATEGORIES and the number of associated points. **These are not instructional documents** and should not be used to inform instructional time. To do so could place students at a significant disadvantage as the knowledge and skills are not discrete and not bounded by a single domain.

# Questions

