



Welcome

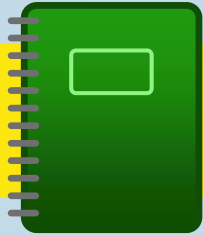
Lorraine Elementary School

Parent Milestones Meeting

Presenter

Mrs. Alexandra Mitchell, M.Ed.

Purpose of the Georgia Milestones



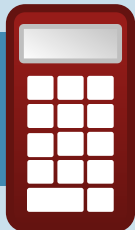
Provide information on how well students are mastering state adopted content standards



Provide students information about their own learning and readiness



Provide Parents information about their child's learning and progress



Provide information that will assist in improving school and program effectiveness

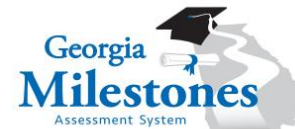
Georgia Milestones Schedule for Lorraine

Grade Band	ELA 3 rd -5 th	Math 3 rd -5 th	Science *5 th Only
Elementary	Apr 30 th – Section 1 May 1 st – Section 2 & 3	May 7 th – Sections 1 & 2	May 8 th – Sections 1 & 2
Make Up Dates	May 2 nd - 3 rd	May 8 th -9 th	May 9 th -10 th
Retesting	May 20 th -21 st	May 20 th -21 st	No Retest

Accessing Georgia Milestones Parent Resources



<https://tinyurl.com/hpkhevkh>



End-of-Grade Assessment
Grades 3–8

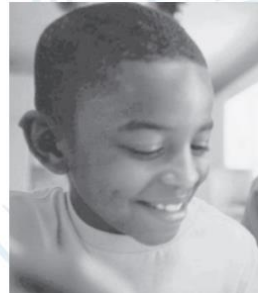
End-of-Course Assessment
High School

What is the Georgia Milestones Assessment System?

The Georgia Milestones Assessment System (Georgia Milestones) is a comprehensive assessment system spanning grades 3 through high school. Georgia Milestones measures how well students are mastering the state-adopted content standards in English language arts, mathematics, science, and social studies. Students in grades 3 through 8 will take End-of-Grade (EOG) assessments in English language arts and mathematics. Students in grades 5 and 8 will take the EOG science assessment, and students in grade 8 will take the EOG social studies assessment. High school students will take End-of-Course (EOC) assessments for each of the courses in which they are enrolled, as designed by the Georgia Department of Education.

What is the purpose of Georgia Milestones?

Georgia Milestones is designed to provide information about how well students are mastering the state-adopted content standards in the core content areas of English language arts, mathematics, science, and social studies. Importantly, Georgia Milestones is designed to provide students with critical information about their own achievement and their readiness for their next level of learning—be it the next grade, the next course, or the next endeavor (college or career).



Offices & Divisions ▾ Programs & Initiatives ▾ Data & Reporting ▾ Learning & Curriculum ▾ Student Services ▾

Home → Teaching and Learning → Assessment Research, Development and Administration → Georgia Milestones

Formative Assessments & Resources

- DRC BEACON
- Formative Instructional Practices (FIP)
- Georgia Kindergarten Inventory of Developing Skills 2.0 (GKIDS 2.0)
- GKIDS Readiness Check
- Keonville

Georgia Milestones Resources



Parent Resources

Achievement Levels

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.

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.

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.

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.

Retained, Placed, Promoted

(e) **Placement** – the assignment of a student to a specific grade level based on the determination that such placement will most likely provide the student with instruction and other services needed to succeed and progress to the next higher level of academic achievement.

(f) **Placement committee** – the committee established by the local school principal or designee to make placement decisions concerning a student who does not achieve proficiency on the state-adopted assessment. This committee shall be comprised of the principal or designee, the student's parent or guardian, and the teacher(s) in the content area(s) in which the student did not achieve grade level on the state-adopted assessment.

(g) **Promotion** – the assignment of a student to a higher grade level based on the student's achievement of established criteria in the current grade.

(h) **Retention** – the re-assignment of a student to the current grade level during the next school year.

PROMOTION



Grades 3, 4, and 5 Local Promotion Criteria

The student must pass five out of five academic subjects to include English Language Arts (Writing), Reading, Mathematics, Science and Social Studies, or score Proficient or higher based on corresponding End of Grade assessment (GMAS ELA and Math). Student must meet grade level Reading targets.

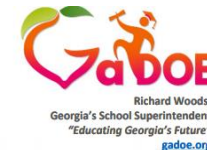
Determining Promotion/Retention

Must meet this target or higher

New Lexile Guidelines by the GaDOE

Grade	Below Grade Level	Grade Level	Grade Level -- Plus	Above Grade Level
3	< 520L	520L – 669L	670L – 820L	> 820L
4	< 740L	740L – 839L	840L – 940L	> 940L
5	< 830L	830L – 919L	920L – 1010L	> 1010L

How are Lexiles calculated?



Lexiles take into account the following:

- Semantic Difficulty
 - Word Frequency
- Syntactic Complexity
 - Sentence Length

How do I know what my child needs to work on or needs help with?



Mar 29th

PT Conferences

- Ask your child's homeroom teacher for a copy of your student's diagnostic report and/or instructional planning guide from their most recent STAR Assessment.
- Schedule a time if needed to have the teacher explain the data that is on the report and how you can use it to support your child.
- Student Led Conferences begin next week, have you signed up for a conference?

Key Instruction at Lorraine

to prepare our LES Lions

ELA – Reading and Writing

- **Cross Curricular Instruction using Science Non-Fiction Passages**
- **Teaching RACE and ACE Strategy for Constructed Response**
- **In Depth Writing Instruction – EOY Prep, April Focus**
- **Lion’s Den/Monday Mastery Extended Learning Program**
- **Accelerated Reader/MyOn**
- **Progress Learning – continue practicing ELA and Math**

Sentence Types

Simple Sentence

- Contains a subject and a predicate
- Expresses a complete thought.

Examples:

The boys went to the park.

We like pizza.

Tip:

A simple sentence is also called an independent clause.

Compound Sentence

- Contains two or more independent clauses.
- Clauses are joined by a coordinating conjunction.

Examples:

The boys went to the park, but they did not go to the zoo.

We like pizza, and we like spaghetti.

Tip:

Look for these conjunctions:
for, and, nor, but, or, yet.

Complex Sentence

- Contains an independent clause and a dependent clause.
- Dependent clause begins with a subordinating conjunction.

Examples:





Because the boys went to the park, they did not go to the zoo.

The boys did not go to the zoo because they went to the park.

Tip:

Look for these subordinating conjunctions:
after, before, because, although, when, since, if, whenever, unless, while, so that, even though, wherever.

What can you do at home?

Strategy	What it means	What it looks like
<p>Sentence Flipping</p> 	<p>Without adding, deleting, or changing any words, rearrange the order of the words in the sentence.</p>	<p>I went to the mall on Saturday.</p> <p><u>On Saturday, I went to the mall.</u></p>
<p>Using Appositives</p> 	<p>Combine two shorter sentences by placing key words or phrases of one sentence inside of the other.</p>	<p>My dog Scruffy is a black and tan shepard. He likes to chase rabbits.</p> <p>My dog Scruffy, <u>a black and tan shepard,</u> likes to chase rabbits.</p>
<p>Sentence Combining</p> 	<p>Linking two shorter sentences together by using connecting words such as</p> <p style="text-align: center;">And But Or Because</p> <p>while eliminating words repeated in both sentences. Commas are needed.</p>	<p>Skippy likes the taste of bananas. Skippy is allergic to bananas.</p> <p>Skippy likes the taste of bananas, <u>but</u> he is allergic to <u>them.</u></p>
<p>Sentence Padding</p> 	<p>Add a phrase to (the beginning of) the sentence that adds details about</p> <p style="text-align: center;">When Where Why How</p> <p>Commas are needed after that phrase.</p>	<p>I went to the store. I bought a cake.</p> <p>Before my mother awoke, I snuck to the store to surprise her for her birthday and bought her a cake.</p>



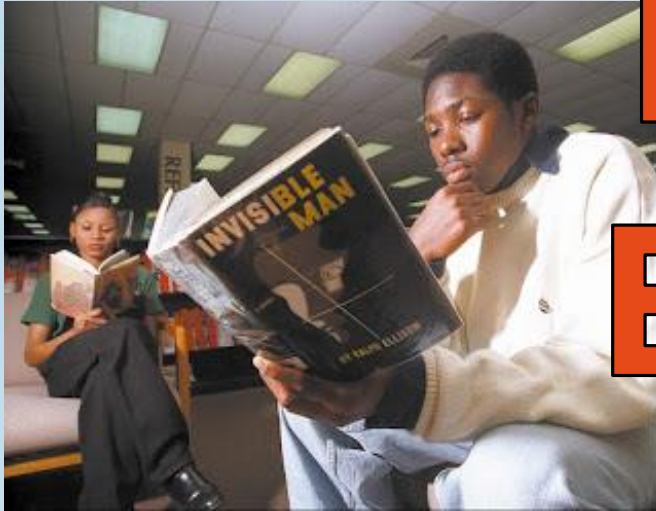
Parents Can Use Lexiles

- Ensure that your child reads every day.
- Parents should read to set a good example. Reading newspapers and magazines will show children that reading is a wonderful pastime as well as a window to the world of learning.
- Allow child to select non-fiction Science passages that they are interested in . Read them together and discuss.
- Ask school or library for book lists within Lexile range.
- Student's interests should play a part in book selection.
- Visit public libraries often.

Source: http://cdn.lexile.com/m/cms_page_media/135/Lexiles-at-Home_2.pdf



Read Every Day!



Parent At Home Online Resources

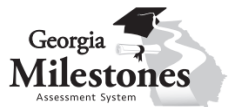
- www.whoosreading.org (Fiction)
- www.readworks.org (Non Fiction)
- www.storylineonline.net (Fiction)

Finding the right book or finding a book's Lexile level:

www.fab.lexile.com (Fiction or Non Fiction)

Writer's Checklists on GMAS

<https://tinyurl.com/25z6xxkk>



Grade 5 Writer's Checklist: Opinion

The checklist below is provided to students during testing in both the online testing platform and the printed test booklet. This page may be printed for instructional use during the school year, but it MAY NOT be used as scratch paper during test administration.

Be sure to:

- Introduce your opinion.
- Support your opinion with reasons and details from the passages.
- Give your reasons and details in a clear order.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages.
- Identify the passages by title or number when using details or facts directly from the passages.
- Use linking words, phrases, and clauses to connect reasons.
- Use clear language and vocabulary.
- Have a strong conclusion that supports your opinion.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

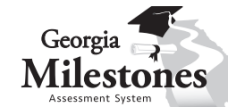


Grade 4 Writer's Checklist: Opinion

The checklist below is provided to students during testing in both the online testing platform and the printed test booklet. This page may be printed for instructional use during the school year, but it MAY NOT be used as scratch paper during test administration.

Be sure to:

- Introduce your opinion.
- Support your opinion with reasons and details from the passages.
- Give your reasons and details in a clear order.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages.
- Identify the passages by title or number when using details or facts directly from the passages.
- Use linking words, phrases, and clauses to connect reasons.
- Use clear language and vocabulary.
- Have a strong conclusion that supports your opinion.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.



Grade 3 Writer's Checklist: Opinion

The checklist below is provided to students during testing in both the online testing platform and the printed test booklet. This page may be printed for instructional use during the school year, but it MAY NOT be used as scratch paper during test administration.

Be sure to:

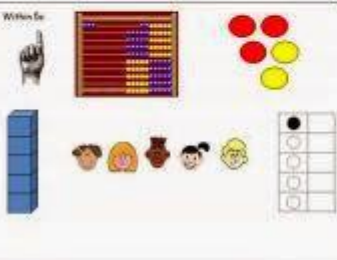
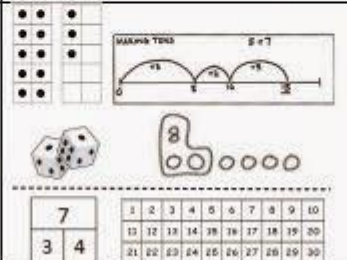
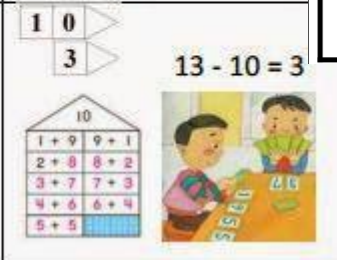
- Introduce your opinion.
- Support your opinion with reasons and details from the passages.
- Give your reasons and details in a clear order.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages.
- Identify the passages by title or number when using details or facts directly from the passages.
- Use linking words to connect ideas.
- Use clear language and vocabulary.
- Have a strong conclusion that supports your opinion.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

Key Instruction at Lorraine

to prepare our LES Lions

Mathematics

- Error Analysis
- Dissecting Word Problems
- CRA Approach
- Real World Scenarios

Concrete	Representational	Abstract
Students manipulate hands-on, concrete materials	Students draw and observe diagrams, or watch the teacher touching and moving hands-on materials	Numbers and mathematical symbols
		

Steps to Solve a Problem: UPS Check!

Understand

Read the problem.

What am I looking for?
[Bracket the question]

What do I know?
Circle the important numbers.
Underline labels

Plan

Choose a strategy.
• Draw a Picture or Make a Table

Strip Diagram?						
Thinking Pattern?	JUG	SUG	CUG	JEG	SEG	SEG
Operation?	+	-	-	X	÷	÷

Solve

Show all your work.

Label your answer.

3
+5
8 crayons

Check

Explain & Justify

Is your answer reasonable?



Georgia Milestones Assessment System
Grade 3 Mathematics
ASSESSMENT BLUEPRINT

Claims, Targets, and Content Standards

Claims and Targets	Content Standards Assessed	Approximate # of Points
Numerical Reasoning		14
Use place value reasoning to represent, read, write, and compare numerical values up to 10,000 and round whole numbers up to 1,000.	3.NR.1	6
Represent fractions with denominators of 2, 3, 4, 6 and 8 in multiple ways within a framework using visual models.	3.NR.4	8
Patterning & Algebraic Reasoning		20
Use part-whole strategies to represent and solve real-life problems involving addition and subtraction with whole numbers up to 10,000.	3.PAR.2	6
Use part-whole strategies to solve real-life, mathematical problems involving multiplication and division with whole numbers within 100.	3.PAR.3	14
Measurement & Data Reasoning		10
Solve real-life, mathematical problems involving length, liquid volume, mass, and time and analyze graphical displays of data to answer relevant questions.	3.MDR.5	10
Geometric & Spatial Reasoning		14
Identify the attributes of polygons, including parallel segments, perpendicular segments, right angles, and symmetry.	3.GSR.6	6
Identify area as a measurable attribute of rectangles and determine the area of a rectangle presented in real-life, mathematical problems.	3.GSR.7	8
Determine the perimeter of a polygon presented in real-life, mathematical problems.	3.GSR.8	
Total		58



Georgia Milestones Assessment System
Grade 4 Mathematics
ASSESSMENT BLUEPRINT

Claims, Targets, and Content Standards

Claims and Targets	Content Standards Assessed	Approximate # of Points
Numerical Reasoning		30
Recognize patterns within the base ten place value system with quantities presented in real-life situations to compare and round multi-digit whole numbers through the hundred-thousands place.	4.NR.1	7
Using part-whole strategies, solve problems involving addition and subtraction through the hundred-thousands place, as well as multiplication and division of multi-digit whole numbers presented in real-life, mathematical situations.	4.NR.2	8
Solve real-life problems involving addition, subtraction, equivalence, and comparison of fractions with denominators of 2, 3, 4, 5, 6, 8, 10, 12, and 100 using part-whole strategies and visual models.	4.NR.4	8
Solve real-life problems involving addition, equivalence, comparison of fractions with denominators of 10 and 100, and comparison of decimal numbers as tenths and hundredths using part-whole strategies and visual models.	4.NR.5	7
Patterning & Algebraic Reasoning		7
Generate and analyze patterns, including those involving shapes, input/output diagrams, factors, multiples, prime numbers, and composite numbers.	4.PAR.3	7
Measurement & Data Reasoning		8
Measure time and objects that exist in the world to solve real-life, mathematical problems and analyze graphical displays of data to answer relevant questions.	4.MDR.6	8
Geometric & Spatial Reasoning		13
Investigate the concepts of angles and angle measurement to estimate and measure angles.	4.GSR.7	6
Identify and draw geometric objects, classify polygons based on properties, and solve problems involving area and perimeter of rectangular figures.	4.GSR.8	7
Total		58



Georgia Milestones Assessment System
Grade 5 Mathematics
ASSESSMENT BLUEPRINT

Claims, Targets, and Content Standards

Claims and Targets	Content Standards Assessed	Approximate # of Points
Numerical Reasoning		38
Use place value understanding to solve real-life, mathematical problems.	5.NR.1	14
Read, write, and compare decimal numbers to the thousandths place, and round and perform operations with decimal numbers to the hundredths place to solve relevant, mathematical problems.	5.NR.4	
Describe fractions and perform operations with fractions to solve relevant, mathematical problems using part-whole strategies and visual models.	5.NR.3	14
Multiply and divide multi-digit whole numbers to solve relevant, mathematical problems.	5.NR.2	10
Write, interpret, and evaluate numerical expressions within authentic problems.	5.NR.5	
Patterning & Algebraic Reasoning		6
Solve relevant problems by creating and analyzing numerical patterns using the given rule(s).	5.PAR.6	6
Measurement & Data Reasoning		7
Solve problems involving customary measurements, metric measurements, and time and analyze graphical displays of data to answer relevant questions.	5.MDR.7	7
Geometric & Spatial Reasoning		7
Examine properties of polygons and rectangular prisms, classify polygons by their properties, and discover volume of right rectangular prisms.	5.GSR.8	7
Total		58

<https://tinyurl.com/8ncccnww> - scroll down to Study Guides

Grade Milestones Study Guides

Georgia Milestones Resources

- INTRODUCTION 3
- DEPTH OF KNOWLEDGE (DOK) EXAMPLE ITEMS..... 4
- CONTENT DESCRIPTION AND ADDITIONAL SAMPLE ITEMS..... 16
- UNIT 1: READING LITERARY TEXT 16
 - READING PASSAGES: LITERARY TEXT 16
 - KEY TERMS 17
 - SAMPLE ITEMS 19
 - SAMPLE ITEM KEYS 27
 - EXAMPLE SCORING RUBRICS AND EXEMPLAR RESPONSES..... 29
 - ACTIVITY..... 31
- UNIT 2: READING INFORMATIONAL TEXT 33
 - READING PASSAGES: INFORMATIONAL TEXT 33
 - KEY TERMS 34
 - SAMPLE ITEMS 35
 - SAMPLE ITEM KEYS 37
- UNIT 3: WRITING..... 38
 - CONTENT DESCRIPTION 38
 - KEY TERMS 40
 - SAMPLE ITEMS 44
 - SAMPLE ITEM KEYS 59
 - EXAMPLE SCORING RUBRICS AND EXEMPLAR RESPONSES..... 62
- UNIT 4: LANGUAGE..... 67



Parent Resources

Georgia Milestones Parent Q & A

Georgia Milestones Parent Q & A

Georgia Milestones Parent Q & A (Spani

2022-2023 Study/Resource Guides

E-Study Guides for Math

<https://www.gaexperienceonline.com/>

Welcome to Experience Online Testing Georgia!

This practice site is a chance for students to learn more about the structure and content of the Georgia Milestones Assessments, experience online testing, and practice using online tools. Parents and educators are also welcome to explore this site along with the Georgia Department of Education website which provides further information.

The Test Practice & Online Guides icon links to online study guides, online assessment guides, and demonstration tests. The online study and assessment guides have content instruction as well as practice items for specific grades or courses. The items on the demonstration tests are general and are organized by grade or course in the content areas of English Language Arts, Mathematics, Science, and Social Studies. The guides and demonstration tests are not graded, so have fun!



Documentation



Tutorial



Test Practice & Online Guides

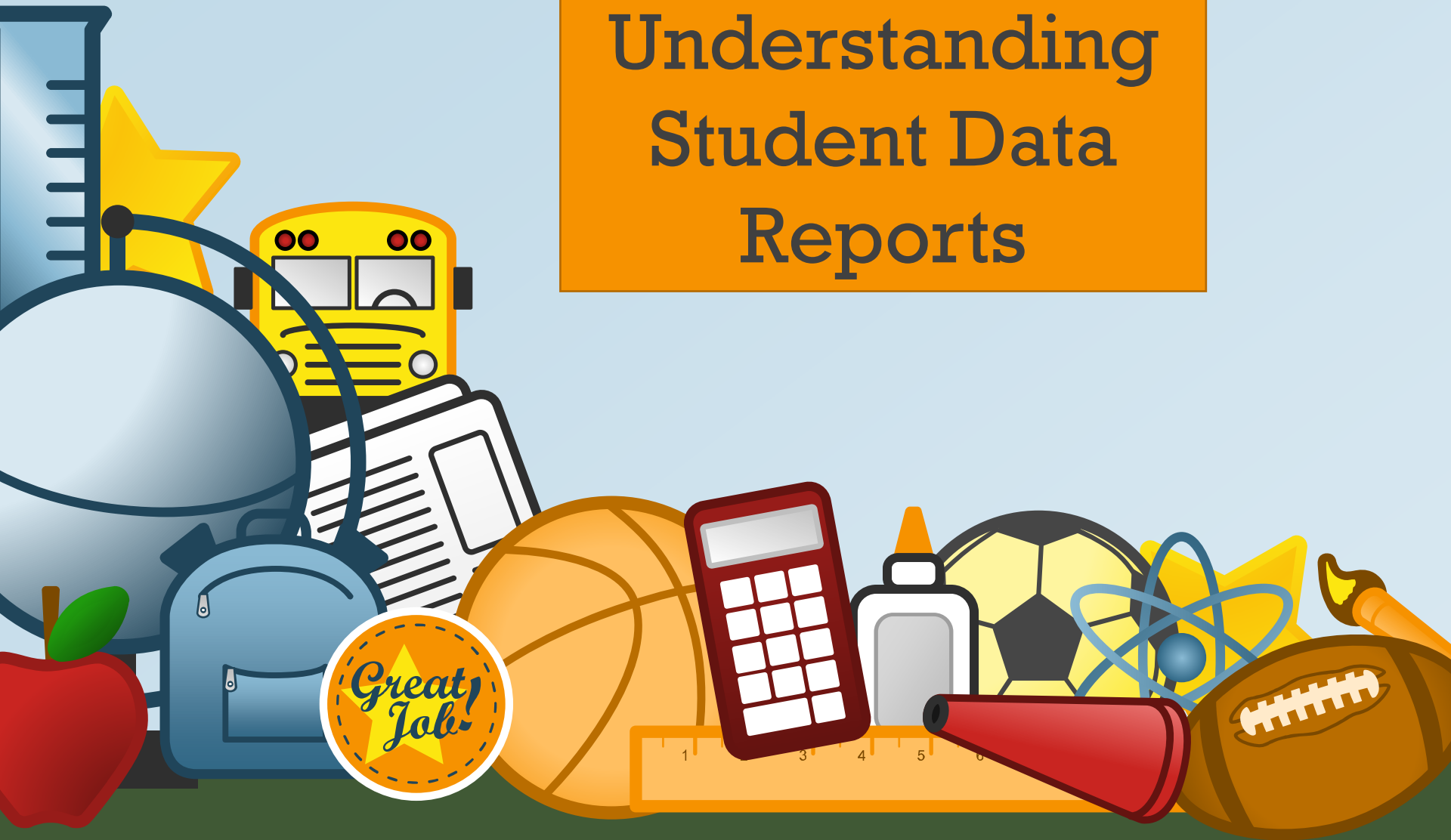


The Test Practice & Online Guides are available daily 24/7. Note that Google Chrome is the only supported browser for this public version of the DRC INSIGHT test engine. If you are using a browser other than Google Chrome, copy the link below into Google Chrome.

Milestones Practice:

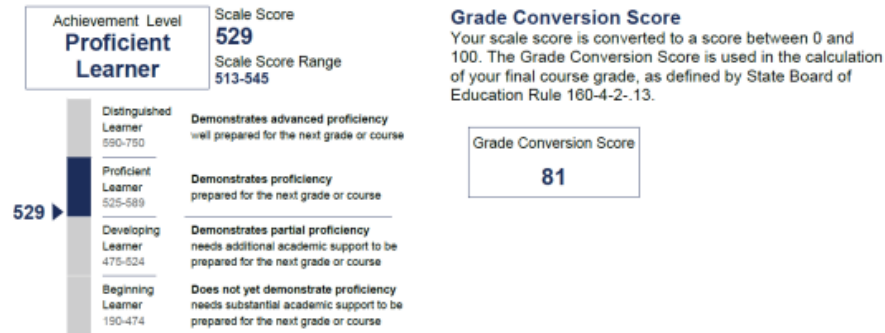
<http://www.gaexperienceonline.com/>

Understanding Student Data Reports



HOW DID MY STUDENT PERFORM ON THE GEORGIA MILESTONES ASSESSMENT?

The student report displays your student's achievement on each content area assessment.



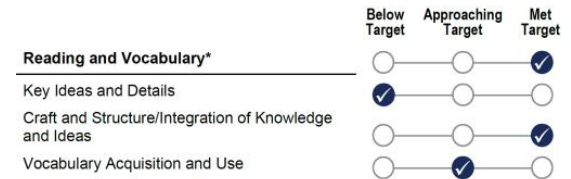
Achievement Level - The level of achievement your student demonstrated. There are four achievement levels: Distinguished Learner, Proficient Learner, Developing Learner, and Beginning Learner.

Scale Score - The score your student received.

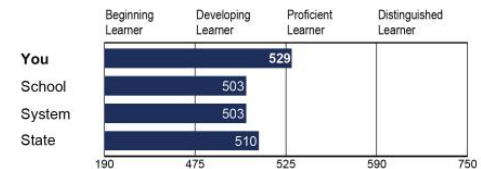
Scale Score Range - The amount your student's score may vary if they took the test multiple times. It is an estimate of the precision of the scale score.

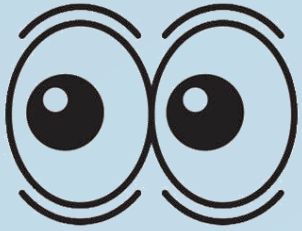
Grade Conversion Score (EOC only) - The scale score converted to a score ranging from 0 - 100 to be used in calculating your student's final grade for the course.

Domain Achievement - Provides information about your student's relative strengths and areas of need for subcategories of the content area.



Achievement Comparisons - Your student's scale score compared to other students in the same school, school system, and state.





Student Invalidations & Improper Student Activities during Testing

- Accessing unallowable aids or materials
- Previewing content
- Accessing cell phone, smart watch, e-books, tablets
- Recording responses in the incorrect location
- If cheating is confirmed, test scores will be invalidated by the GaDOE.
- Student attempting to view or copy another student's responses to questions during testing.
- Student assisting peers with answers to questions during testing.
- Student using cell phones, electronic devices, and/or monitors to view, copy, share answers or post secure test information.
- Student involvement in incidents involving cheating and/or plagiarism of content and responses.

Test Taking Strategies PPT for Parents and Students

- <https://tinyurl.com/4ne64vah>
- Review best strategies with your students
- Best practices for studying and test prep
- Tools to help support vocabulary learning and progressions

Did you get your folder of
resources?

