



# GMAS EOG Parent Informational

**1<sup>st</sup>**  
Students

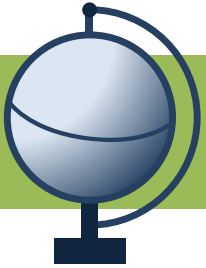
# Objectives

- Provide an overview of the assessment design and scoring for Georgia Milestones EOG.
- Provide access to resources to assist in understanding and accessing GMAS tools.

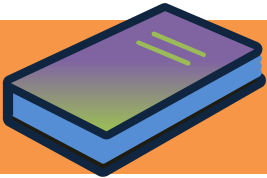
## Purpose of the Georgia Milestones



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

# Assessment Performance and Scoring



# Performance 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.



# Achievement Levels

[Achievement  
Level  
Descriptors for  
Parents](#)

**Grade 5 – Understanding Your Child’s Performance:** Below is a summary of skills and knowledge students must demonstrate to achieve each performance level. A student should demonstrate mastery of knowledge and skills within his/her achievement level *as well as* all content and skills that precede it. For example, a Proficient Learner should also possess the knowledge and skills of a Developing Learner *and* a Beginning Learner.

	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
<b>English Language Arts</b>	<p>In general, your child can:</p> <ul style="list-style-type: none"> <li>• read texts below grade level</li> <li>• write simple narrative, opinion, and informative/explanatory pieces using irrelevant facts, reasons, or details</li> <li>• conduct research using two sources to investigate a topic</li> </ul>	<p>In general, your child can:</p> <ul style="list-style-type: none"> <li>• summarize texts near grade level</li> <li>• write loosely organized opinion and informative/explanatory pieces using limited facts, reasons, or details</li> <li>• write narratives with simple characters and few details</li> <li>• conduct research using several sources to investigate a topic</li> </ul>	<p>In general, your child can:</p> <ul style="list-style-type: none"> <li>• determine a theme or main ideas and summarize complex, grade-level texts</li> <li>• write opinion and informative/explanatory pieces that clearly link ideas, reasons, facts, or details</li> <li>• write narratives with descriptive details and developed characters</li> <li>• conduct short research projects to investigate different aspects of a topic</li> </ul>	<p>In general, your child can:</p> <ul style="list-style-type: none"> <li>• determine a theme or main ideas and summarize complex, above-grade-level texts</li> <li>• write multiparagraph opinion and informative/explanatory pieces with effectively supportive ideas, reasons, facts, or details</li> <li>• write well-developed narratives that convey characters, experiences, and events precisely</li> <li>• conduct research projects using several sources to analyze information and provide evidence supporting different aspects of a topic</li> </ul>
<b>Mathematics</b>	<p>In general, your child can:</p> <ul style="list-style-type: none"> <li>• identify the next number in a pattern</li> <li>• write one-step numerical expressions</li> <li>• recognize place value names</li> <li>• add and subtract decimals</li> <li>• add and subtract fractions with like denominators</li> <li>• perform simple measurement conversions of length</li> <li>• find volume of rectangular prisms by counting unit cubes</li> <li>• plot points on the coordinate plane</li> <li>• identify two-dimensional figures</li> </ul>	<p>In general, your child can:</p> <ul style="list-style-type: none"> <li>• identify patterns</li> <li>• write simple numerical expressions</li> <li>• use grouping symbols</li> <li>• read, write, and compare decimals to the tenths</li> <li>• multiply multidigit numbers</li> <li>• add, subtract, and multiply decimals</li> <li>• add and subtract fractions with unlike denominators</li> <li>• multiply a fraction by a whole</li> <li>• create line plots</li> <li>• find volume of rectangular prisms</li> <li>• identify ordered pairs</li> <li>• create line plots</li> <li>• classify shapes</li> </ul>	<p>In general, your child can:</p> <ul style="list-style-type: none"> <li>• create a pattern from a rule</li> <li>• evaluate numerical expressions</li> <li>• graph ordered pairs</li> <li>• read, write, and compare decimals to the thousandths</li> <li>• multiply and divide multidigit numbers</li> <li>• add and subtract mixed numbers</li> <li>• add, subtract, multiply, and divide decimals</li> <li>• find the area of rectangles with fractional sides</li> <li>• divide unit fractions and whole numbers</li> <li>• calculate simple conversions of time, volume, and mass</li> <li>• interpret line plots</li> <li>• classify shapes by hierarchy</li> </ul>	<p>In general, your child can:</p> <ul style="list-style-type: none"> <li>• explain patterns and relationships</li> <li>• solve multistep word problems involving numerical expressions, adding and subtracting fractions, finding area of rectangles, multiplying mixed numbers, and dividing fractions</li> <li>• round decimals</li> <li>• fluently add, subtract, multiply, and divide decimals</li> <li>• calculate multistep conversions of time, length, volume, and mass</li> <li>• find side lengths, given volume</li> <li>• graph and interpret real-world data in the first quadrant</li> </ul>



# GMAS Assessment Dates

Subject	During School Dates
ELA Section 1	April 27 <sup>th</sup>
ELA Section 2	April 28 <sup>th</sup>
ELA Section 3	April 29 <sup>th</sup>
Math Section 1	May 4 <sup>th</sup>
Math Section 2	May 5 <sup>th</sup>
Science Sections 1 & 2	May 6 <sup>th</sup> (5 <sup>th</sup> only)
Window Closes	May 21 <sup>st</sup>

Start time for 3<sup>rd</sup>-4<sup>th</sup>  
is 8:00am

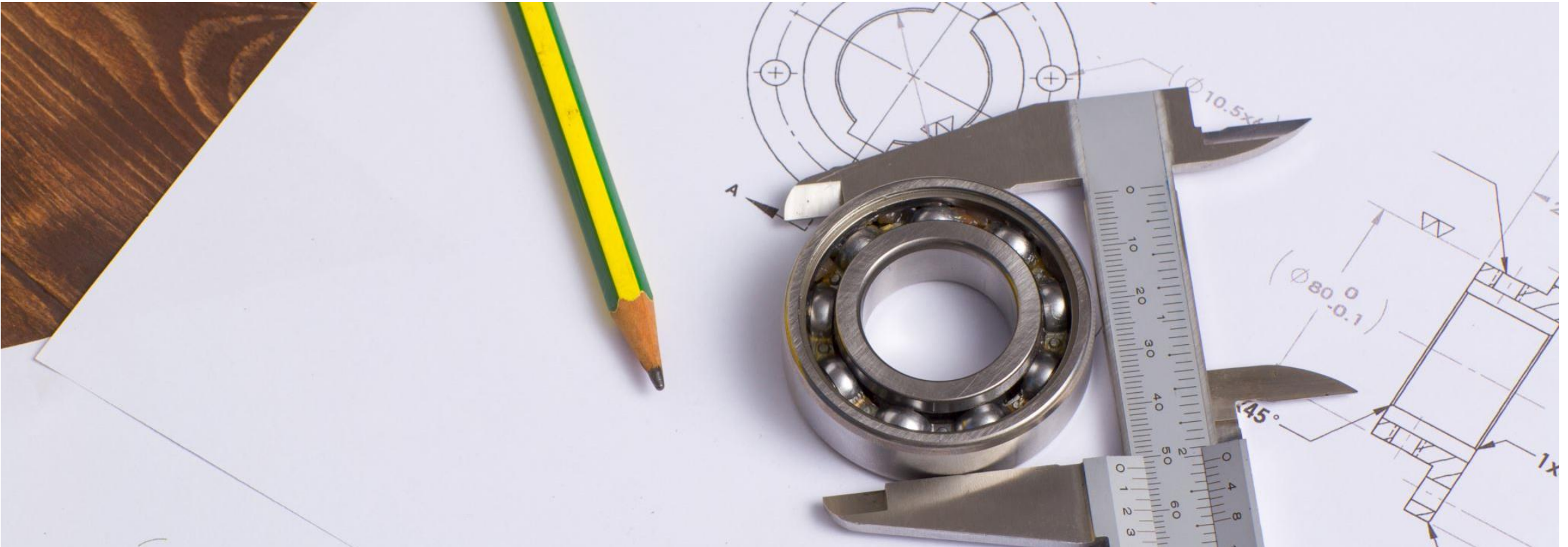
Start time for 5<sup>th</sup> is  
9:00am

Subject	After School Dates
ELA Section 1	April 28 <sup>th</sup>
ELA Section 2 & 3	April 29 <sup>th</sup>
Math Section 1 & 2	May 5 <sup>th</sup>
Science Sections 1 & 2	May 6 <sup>th</sup> (5 <sup>th</sup> only)
Window Closes	May 21 <sup>st</sup>

Start time for after  
school session is  
3:10pm

***After school sessions  
are only for those  
who indicated that  
on the survey.***

# Assessment Design and Item types





# Georgia Milestones Changes

- To reduce the amount of time that students spend on end-of-year Georgia Milestones assessments, the GaDOE has:
  - Replaced Constructed Response (CR) items with Technology-Enhanced (TE) items in mathematics
  - Replaced some CR items with TE items in ELA
  - Section 1 (Reading and Evidence-Based Writing) and the Narrative Writing Prompt remain unchanged
  - 2-Point CRs Sections 2 and 3 have been replaced with TE items
  - Reduced the total number of points in science and social studies
  - Reduced field test questions
  - Eliminated norm-referenced items in all content areas

# Assessment times

Content Area	Section	Typical Testing Time	2020-2021 Maximum Testing Time	Decreased Max Time per Section
ELA	1	45-65	90	0
	2	40-60	80	5
	3	40-60	80	5
Math	1	30-50	65	20
	2	30-50	65	20
Science	1	20-30	40	30
	2	20-30	40	30
Social Studies	1	15-25	35	35
	2	15-25	35	35

3<sup>rd</sup> – 8<sup>th</sup> Grade

5<sup>th</sup> & 8<sup>th</sup> Grade

8<sup>th</sup> Grade

# Test Item Exemplars



# English Language Arts

## Item Types

<p>Selected Response</p> <p>Constructed Response items</p> <p>Constructed Response</p> <p>Extended Constructed Response (Narrative Writing)</p>	<p>Extended Writing Response</p> <p>Evidence-Based Selected Response</p> <p>Drag and Drop/Paste</p> <p>Drop-down List</p>
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## Unique Feature(s)

Reading and Evidence-Based Writing Section requires students to construct meaning, make inferences, draw conclusions, compare/contrast ideas as well as synthesize ideas and concepts across multiple texts

- Selected Response
- Constructed Response
- Extended Writing Response

Extended Writing Response requires students to develop an informative/explanatory or opinion/argumentative essay – citing evidence from text(s) and using standard language conventions, etc.



**Test questions are designed with a Depth of Knowledge (DOK) level in mind. As you go from Level 1 to Level 4, the questions get more and more challenging. They take more thinking and reasoning to answer.**

**Level 1 (Recall of Information)**

- \* Identify, list, or define something.
- \* Questions may start with *who*, *what*, *when*, and *where*.
- \* Recall facts, terms, or identify information.

**Level 2 (Basic Reasoning)**

- \* Think about things—it is more than just remembering something.
- \* Describe or explain something.
- \* Answer the questions “how” or “why.”

**Level 3 (Complex Reasoning)**

- \* Go beyond explaining or describing “how and why.”
- \* Explain or justify your answers.
- \* Give reasons and evidence for your response.
- \* Make connections and explain a concept or a “big idea.”

**Level 4 (Extended Reasoning)**

- \* Complex thinking required!
  - \* Plan, investigate, or apply a deeper understanding.
  - \* These items will take more time to write.
  - \* Connect and relate ideas.
  - \* Show evidence by doing a task, creating a product, or writing a response.
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# Section 1

## ELA READING AND EVIDENCE-BASED WRITING ITEM SET

### REBW DIRECTIONS

Section 1 of this test assesses your skill to comprehend reading passages and use information from the passages to write an opinion piece.

Before you begin writing your opinion piece, you will read two passages and answer three multiple-choice questions and one short constructed-response question about what you have read.

As you read the passages, think about details you may use in an opinion piece about giving and receiving.

**These are the titles of the passages you will read:**

1. The Gift of Giving
2. Receiving Is Fun

Drag and Drop

## The Gift of Giving

It's nice to get things. Getting a present can be a fun surprise. Even free candy bars are exciting. But it's much better to be the person giving than the person receiving.

Giving to others is special. It makes people happy. Think about how you would feel if someone gave you a new toy. That's how others feel when you give to them. You make yourself happy by making others happy.

There are other reasons to give as well. Surprising someone with a gift could mean that person will do the same for you. Many times people will want to show how much they enjoyed you getting something nice for you. So, even if you like to receive, it pays to give.

Best of all, giving makes you a nice person. If you only think about yourself all the time, you think you are selfish. You can show others that you care by remembering their special things and giving them something that you think they will like.

## Receiving Is Fun

People might think this is selfish, but I believe it's nicer to receive than to give. Nothing beats the joy of opening a wrapped present. You never know what's on the inside. It could be a toy, or something cool to wear. It doesn't matter. Since you don't know what is inside, the gift feels special.

If someone gives you a nice gift, it means a lot. It shows that person knows you well enough to give you the one thing that makes you truly happy. When people know you that well, it usually means they love you. Love is another thing worth receiving. If you are loved, you'll probably love people in return.

Receiving is better no matter who is giving you the gift. It could be a teacher, a friend, or a family member. If someone surprises you with a great gift, you'll remember that person forever. You'll want to surprise that person with a great gift of your own. After all, receiving is the first step to giving.

ELA READING AND EVIDENCE-BASED WRITING ITEM SET

**ITEM 1: SELECTED-RESPONSE**

1. What does the author of “The Gift of Giving” mean by saying *it pays to give*?
  - A. It feels better to receive something than to give something.
  - B. If you give something, you might receive something in return.
  - C. If you want to give a gift, you will likely have to pay money for it.
  - D. It is important to give gifts so people know you care about them.

**ITEM 2: SELECTED-RESPONSE**

2. In the first paragraph, why does the author of “Receiving Is Fun” state that it *doesn’t matter* what the gift is?
  - A. because even love is a gift worth giving
  - B. because nicer gifts show the person loves you
  - C. because the gift can be from anyone in your life
  - D. because the idea of a surprise makes people feel good

**ITEM 3: SELECTED-RESPONSE**

3. Which pair of sentences from BOTH passages BEST shows the main ideas of “The Gift of Giving” and “Receiving Is Fun”?
  - A. Getting a present can be a fun surprise. (“The Gift of Giving”)  
If someone gives you a nice gift, it means a lot. (“Receiving Is Fun”)
  - B. Even free candy bars are exciting. (“The Gift of Giving”)  
You never know what’s on the inside. (“Receiving Is Fun”)
  - C. You make yourself happy by making others happy. (“The Gift of Giving”)  
Nothing beats the joy of opening a wrapped present. (“Receiving Is Fun”)
  - D. Surprising someone with a gift could mean that person will do the same for you. (“The Gift of Giving”)  
If you are loved, you’ll probably love people in return. (“Receiving Is Fun”)

## ELA READING AND EVIDENCE-BASED WRITING ITEM SET

### ITEM 5: EXTENDED WRITING-RESPONSE

#### WRITING TASK

Some people think it is better to give than to receive. Other people think it is better to receive than to give.

Think about the ideas in the two passages. Then write an **opinion piece** that gives your opinion about which idea you think is better.

Be sure to use information from BOTH passages in your **opinion piece**.

#### Writer's Checklist

##### 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.

**Now write your opinion piece on your answer document. Refer to the Writer's Checklist as you write and proofread your piece.**



ELA READING AND EVIDENCE-BASED WRITING ITEM SET

SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 1 for Opinion Genre

Writing Trait	Points	Criteria
<b>Idea Development, Organization, and Coherence</b> <i>This trait examines the writer's ability to effectively establish a point of view and to support the opinion with reasons from the text(s) read. The writer must form an opinion from the text(s) in his/her own words and organize reasons for the opinion (from text that they have read) in order to create cohesion for an opinion essay.</i>	4	<i>The student's response is a well-developed opinion piece that effectively examines a topic and supports a point of view, with reasons, clearly based on text as a stimulus.</i> <ul style="list-style-type: none"> <li>Effectively introduces a topic and clearly states an opinion</li> <li>Creates an effective organizational structure to group reasons</li> <li>Provides clear, relevant reasons to support the opinion</li> <li>Uses linking words and phrases effectively to connect opinions and reasons</li> <li>Provides a strong concluding statement or section</li> </ul>
	3	<i>The student's response is a complete opinion piece that examines a topic and supports a point of view based on text.</i> <ul style="list-style-type: none"> <li>Introduces a topic and states an opinion</li> <li>Provides some organizational structure to group reasons</li> <li>Provides reasons to support an opinion</li> <li>Uses some linking words to connect opinion and reasons</li> <li>Provides a concluding statement or section</li> </ul>
	2	<i>The student's response is an incomplete or oversimplified opinion piece that examines a topic and partially supports a point of view based on text.</i> <ul style="list-style-type: none"> <li>Attempts to introduce a topic and state an opinion</li> <li>Attempts to provide some organization, but structure sometimes impedes the reader</li> <li>Attempts to provide reasons that sometimes support the opinion</li> <li>Uses few linking words to connect opinions and reasons; connections are not always clear</li> <li>Provides a weak concluding statement or section</li> </ul>
	1	<i>The student's response is a weak attempt to write an opinion piece that examines a topic and does not support a text-based point of view.</i> <ul style="list-style-type: none"> <li>May not introduce a topic or state an opinion</li> <li>May not have any organizational structure evident</li> <li>May not provide reasons to support the opinion</li> <li>May not use linking words to connect opinion and reasons</li> <li>Provides a minimal or no concluding statement or section</li> </ul>
	0	<i>The student will receive a condition code for various reasons:</i> <ul style="list-style-type: none"> <li>Blank</li> <li>Copied</li> <li>Too Limited to Score/Illegible/Incomprehensible</li> <li>Non-English/Foreign Language</li> <li>Off Topic/Off Task/Offensive</li> </ul>

ELA READING AND EVIDENCE-BASED WRITING ITEM SET

SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 2 for Opinion Genre

Writing Trait	Points	Criteria
<b>Language Usage and Conventions</b> <i>This trait examines the writer's ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.</i>	3	<i>The student's response demonstrates full command of language usage and conventions.</i> <ul style="list-style-type: none"> <li>Has clear and complete sentence structure, with appropriate range and variety</li> <li>Shows knowledge of language and its conventions when writing</li> <li>Any errors in usage and conventions do not interfere with meaning*</li> </ul>
	2	<i>The student's response demonstrates partial command of language usage and conventions.</i> <ul style="list-style-type: none"> <li>Has complete sentences, with some variety</li> <li>Shows some knowledge of language and its conventions when writing</li> <li>Has minor errors in usage and conventions with no significant effect on meaning*</li> </ul>
	1	<i>The student's response demonstrates weak command of language usage and conventions.</i> <ul style="list-style-type: none"> <li>Has fragments, run-ons, and/or other sentence structure errors</li> <li>Shows little knowledge of language and its conventions when writing</li> <li>Has frequent errors in usage and conventions that interfere with meaning*</li> </ul>
	0	<i>The student will receive a condition code for various reasons:</i> <ul style="list-style-type: none"> <li>Blank</li> <li>Copied</li> <li>Too Limited to Score/Illegible/Incomprehensible</li> <li>Non-English/Foreign Language</li> <li>Off Topic/Off Task/Offensive</li> </ul>

\*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the "Language Progressive Skills, by Grade" chart for those standards that need continued attention beyond the grade in which they were introduced.

# Exemplar 7-point Response

## STUDENT RESPONSES

ELAGSE3W1, ELAGSE3L1, ELAGSE3L2

Response Scores:



Idea Development, Organization, and Coherence: 4

Language Usage and Conventions: 3

5. Some people think it is better to give than to receive. Other people think it is better to receive than to give.

Think about the ideas in the two passages. Then write an **opinion piece** that gives your opinion about which idea you think is better.

Be sure to use information from BOTH passages in your **opinion piece**. **Type your answer in the space provided.**

I think it is better to give than receive because when you do people feel that you really love and care for them. Also they might just bring you a gift back. When you receive yes it would be great to get, but if you give maybe others will see how generous you are and want to give you a gift. Its all about showing people that you care a lot.

In the first story giving makes people happy and some people need to be happy. You could give to the sick or shut ins or even the elderly in the nursing homes. You don't have to give them a 4-wheeler or a masion just a card or something to show that you love them. "It pays to give" like if you give me a card I would buy you a puppy in return. Giving is fun and good. Just a thing to show you care, love, and want to be kind. I like the warmness and love you get when you give.

I would say that I like to receive, but I would be greed if I only wanted to recieve. Reviving is the first step for giving. When you give you receive. Just to be kind. You don't have to know the person. One time my mom sent 5 people a card with a dollar inside. Like I said it doesn't have to be an 18-wheeler or a iphone. You just give to show you care.

Please give at least once in a while and show passion, kindness, and love.

DOC: 4

- The student effectively introduces the topic and clearly states an opinion ("I think it is better to give than receive because when you do people feel that you really love and care for them").
- An effective organizational structure is used to group reasons. After the topic is introduced, the student discusses giving, then receiving and giving, followed by the conclusion.
- Clear, relevant reasons are used to support the author's opinion that it is better to give than to receive ("giving makes people happy," "I would be greed if I only wanted to recieve," "You just give to show you care").
- Linking words are used to connect reasons ("In the first story," "I would say," "One time").
- A strong concluding statement is present that summarizes the student's opinion ("Please give at least once in a while and show passion, kindness, and love").

LUC: 3

- The response has a clear and complete sentence structure with appropriate range and variety. Use of complex sentences adds sufficient variety to the response.
- Errors, predominantly in spelling and usage, do not interfere with the intended meaning.

ELAGSE3W1, ELAGSE3L1, ELAGSE3L2

Response Scores:



Idea Development, Organization, and Coherence: 2

Language Usage and Conventions: 2

5. Some people think it is better to give than to receive. Other people think it is better to receive than to give.

Think about the ideas in the two passages. Then write an **opinion piece** that gives your opinion about which idea you think is better.

Be sure to use information from BOTH passages in your **opinion piece**. **Type your answer in the space provided.**

I think it is beter to recive than to give because you can have a nice suprise. Another reason I like to recive is because it makes you happy when you get something you really like. Another reason is that when you are happy with what you get it makes The person who gave the present to you happy. When you get the present there is usually a card. The card can make you lagh or just really happy.

DOC: 2

- The student attempts to introduce a topic and state an opinion ("I think it is beter to recive than to give because you can have a nice suprise").
- Some organization is attempted as the student has listed several ideas to support the opinion. However, the response reads increasingly more like a stream of consciousness as it progresses ("it makes The person who gave the present to you happy . . . there is usually a card . . . The card can make you lagh").
- The response attempts to provide reasons that sometimes support the opinion, though many of the reasons presented seem repetitive and oversimplified ("nice suprise," "makes you happy," "when you are happy . . . it makes The person who gave the present to you happy," "The card can make you lagh or just really happy").
- One linking phrase is used throughout to connect reasons ("Another reason").
- There is no attempt at a conclusion.

LUC: 2

- Sentences are complete but lacking in range and variety. Structure is very repetitive ("Another reason . . .").
- Minor errors in usage and conventions have no significant effect on meaning ("beter to recive," "suprise," "it makes The person who gave the present to you," "lagh").



# TE Item Examples

The correct response is shown below.

?	
How Author Uses Cause and Effect	Supporting Details
<ul style="list-style-type: none"><li>• The author uses cause and effect to show how people have changed the number of tortoises on the Galápagos Islands.</li></ul>	<ul style="list-style-type: none"><li>• Also, sailors took the tortoises onto their ships and used them for food.</li><li>• Around 40 years ago, some people who wanted to help the tortoises took the goats away from the islands.</li></ul>
<u>Uses of Cause and Effect</u>	<u>Details</u>
The author uses cause and effect to show how tortoises on certain islands grow to look different from tortoises on other islands.	<p>There are 12 different kinds of these giant animals.</p> <p>Every island in the Galápagos Islands has its own kind of tortoise.</p>

Drag and Drop

# TE Item Examples

Read the sentence. Complete the chart to show how each of the underlined words in the sentence is used.

The small kitten happily licked its paws as it sat in the warm sunshine.

Word	Which part of speech is the word?	What does the word do?
happily		
licked		
paws		
warm		

Which part of speech is the word?

verb

noun

adverb

adjective

What does the word do?

It is a person, place, or thing.

It describes a person, place, or thing.

It is an action word.

It describes an action.

Drag and Drop



# 4-Point Narrative Scoring Rubric

## ELA EXTENDED CONSTRUCTED-RESPONSE NARRATIVE ITEM

### FOUR-POINT HOLISTIC RUBRIC

Genre: Narrative

Writing Trait	Points	Criteria
<i>This trait examines the writer's ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.</i>	4	<p><i>The student's response is a well-developed narrative that fully develops a real or imagined experience based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>Effectively establishes a situation and introduces a narrator and/or characters</li> <li>Organizes an event sequence that unfolds naturally</li> <li>Effectively uses narrative techniques, such as dialogue and description, to develop interesting experiences and events or show the response of characters to situations</li> <li>Uses a variety of words and phrases consistently to signal the sequence of events</li> <li>Provides a sense of closure that follows from the narrated experiences or events</li> <li>Integrates ideas and details from source material effectively</li> <li>Has very few or no errors in usage and/or conventions that interfere with meaning*</li> </ul>
	3	<p><i>The student's response is a complete narrative that develops a real or imagined experience based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>Establishes a situation and introduces one or more characters</li> <li>Organizes events in a clear, logical order</li> <li>Uses narrative techniques, such as dialogue and description, to develop experiences and events or show the response of characters to situations</li> <li>Uses words and/or phrases to indicate sequence</li> <li>Provides an appropriate sense of closure</li> <li>Integrates some ideas and/or details from source material</li> <li>Has a few minor errors in usage and/or conventions with no significant effect on meaning*</li> </ul>
	2	<p><i>The student's response is an incomplete or oversimplified narrative based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>Introduces a vague situation and at least one character</li> <li>Organizes events in a sequence but with some gaps or ambiguity</li> <li>Attempts to use a narrative technique, such as dialogue and description, to develop experiences and events or show the response of characters to situations</li> <li>Uses occasional signal words to indicate sequence</li> <li>Provides a weak or ambiguous sense of closure</li> <li>Attempts to integrate ideas or details from source material</li> <li>Has frequent errors in usage and conventions that sometimes interfere with meaning*</li> </ul>

## ELA EXTENDED CONSTRUCTED-RESPONSE NARRATIVE ITEM

### FOUR-POINT HOLISTIC RUBRIC

Genre: Narrative  
(continued)

Writing Trait	Points	Criteria
<i>This trait examines the writer's ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.</i>	1	<p><i>The student's response provides evidence of an attempt to write a narrative based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>Response is a summary of the story</li> <li>Provides a weak or minimal introduction of a situation or a character</li> <li>May be too brief to demonstrate a complete sequence of events</li> <li>Shows little or no attempt to use dialogue or description to develop experiences and events or show the response of characters to situations</li> <li>Uses words that are inappropriate, overly simple, or unclear to convey any sense of event order</li> <li>Provides a minimal or no sense of closure</li> <li>May use few, if any, ideas or details from source material</li> <li>Has frequent major errors in usage and conventions that interfere with meaning*</li> </ul>
	0	<p><i>The student will receive a condition code for various reasons:</i></p> <ul style="list-style-type: none"> <li>Blank</li> <li>Copied</li> <li>Too Limited to Score/Illegible/Incomprehensible</li> <li>Non-English/Foreign Language</li> <li>Off Topic/Off Task/Offensive</li> </ul>

\*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the "Language Progressive Skills, by Grade" chart for those standards that need continued attention beyond the grade in which they were introduced.

# 4-Point Extended Response Exemplar and Explanation

## ELA EXTENDED CONSTRUCTED-RESPONSE NARRATIVE ITEM

ELAGSE3W3

Response Score: 4 points



1. Imagine someone brings you a food from a strange plant. They want to know if the food is a fruit or vegetable. Write an original story in which you work to find out if the food is a fruit or vegetable.

Be sure to use information from the article to help you develop details in your story.

### Student Response

"Here is your dinner my lady." said the waiter. "Hey what are those pink and what onion shaped thing?" I said perplexed. "Those are radishes Jenny." Mom stated briefly. "I wonder if its a fruit or a veggie?" I thought. We left the diner. I looked up how a radish is grown, submerged underground. Many parts of veggies you do eat, grow underground. "Mom!" I shrieked: Look a radish is a veggie so at the diner, you were eating a veggie!" "Great work Jenny maybe we'll eat a veggie for supper too!"

### Response Annotation

- The response establishes a situation ("Here is your dinner my lady," said the waiter. "Hey what are those pink and what onion shaped thing?"; I looked up how a radish is grown) and introduces multiple characters (the waiter; Jenny; Mom).
- The event sequence is organized and unfolds naturally (the waiter delivers the radishes; Jenny asks what they are; Jenny investigates; she determines that radishes are a vegetable).
- The response effectively uses narrative techniques such as dialogue ("I wonder if its a fruit or a veggie?" I thought; "Mom!" I shrieked) and description (pink and what onion shaped thing; perplexed; submerged underground) to develop experiences and events and to show the response of characters to situations.
- Few signal words and phrases are used (Here is your dinner; We left the diner). However, the preponderance of narrative elements in the response meets the four-point criteria.
- The response provides a sense of closure that follows from the narrated experiences and events ("Great work Jenny maybe we'll eat a veggie for supper too!").
- The response integrates ideas and details from the source material (Many parts of veggies you do eat, grow underground).
- There are very few errors in usage and conventions, and the errors do not interfere with meaning.

# 2-Point Extended Response Exemplar and Explanation

## ELA EXTENDED CONSTRUCTED-RESPONSE NARRATIVE ITEM

ELAGSE3W3

Response Score: 2 points



1. Imagine someone brings you a food from a strange plant. They want to know if the food is a fruit or vegetable. Write an original story in which you work to find out if the food is a fruit or vegetable.

Be sure to use information from the article to help you develop details in your story.

### Student Response

My name is jacob and this is a story about me.

One day I walk down the street and some lady asks me is a strange thing a fruit or a vegetable. I reply "give it to me and I will find out".

That night I cut it open and it has little seeds. Then I scan it and make shure it is edible. It is so I eat it and it tastes citrusey

The next morning I bring it back to the lady tell her it is a fruit.

### Response Annotation

- The response introduces a somewhat vague situation (One day I walk down the street and some lady asks me is a strange thing a fruit or a vegetable) and introduces characters (Jacob; the lady).
- Events are organized in a logical order, with some gaps (the narrator encounters the lady; the narrator agrees to determine whether the thing is a fruit or a vegetable; the narrator examines it; the narrator returns it to the lady with an answer).
- The response attempts to use dialogue (I reply "give it to me and I will find out") and description (little seeds; citrusey) to develop experiences and events or show the response of characters to situations.
- The response uses a variety of words and phrases consistently to indicate sequence (One day; That night; Then I scan; The next morning).
- The response provides a sense of closure (I bring it back to the lady tell her it is a fruit).
- Some ideas from the source material are used (it has little seeds; it is edible).
- The response has frequent errors in usage and conventions that sometimes interfere with meaning (sentence construction: I bring it back to the lady tell her it is a fruit; punctuation: It is so I eat it and it tastes citrusey).

# Mathematics

## MATHEMATICS

### DESCRIPTION OF TEST FORMAT AND ORGANIZATION

The Grade 3 Mathematics EOG assessment consists of a total of 55 items.

You will answer a variety of item types on the test. Some of the items are selected-response (multiple-choice), which means you choose the correct answer from four choices. Some items are technology-enhanced items, which means you will be asked to create a response.

The test will be given in two sections.

- You may have up to 65 minutes per section to complete Sections 1 and 2.
- The test will take about 60 to 130 minutes.

### CONTENT

The Grade 3 Mathematics EOG assessment will measure the Grade 3 standards that are described at [www.georgiastandards.org](http://www.georgiastandards.org).

The content of the assessment covers standards that are reported under these domains:

- Operations and Algebraic Thinking
- Number and Operations (including Number and Operations in Base 10 and Number and Operations—Fractions)
- Measurement and Data
- Geometry

### ITEM TYPES

The Mathematics portion of the Grade 3 EOG assessment consists of selected-response (multiple-choice) and technology-enhanced items.

### Item Types

Selected Response  
Multi-Part  
Multi-Select  
Drag and Drop/Paste

Graphing (Bar graph, line graph, pictograph)  
Keypad Input  
Drop-down list

# Example Item # 1: Selected Response

**DOK Level 1:** This item is a DOK level 1 item because it asks students to use what they know about units of mass and make an estimate.

**Mathematics Grade 3 Content Domain:** Measurement and Data

**Standard:** MGSE3.MD.2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.

**Which of these is the BEST estimate for the mass of a feather?**

- A. 1 gram
- B. 100 grams
- C. 1 kilogram
- D. 10 kilograms

**Correct Answer:** A

**Explanation of Correct Answer:** The correct answer is choice (A) 1 gram. A gram is a small unit of mass. A paper clip has a mass of about 1 gram, which is about the same as the mass of a feather. Choice (B) is incorrect because 100 grams is about the mass of 100 paper clips, which has a greater mass than a feather. Choice (C) is incorrect because 1 kilogram is about the mass of a textbook, which is much heavier than a feather. Choice (D) is incorrect because 10 kilograms is about the mass of 10 textbooks, which is much heavier than a feather.



All Grades TE

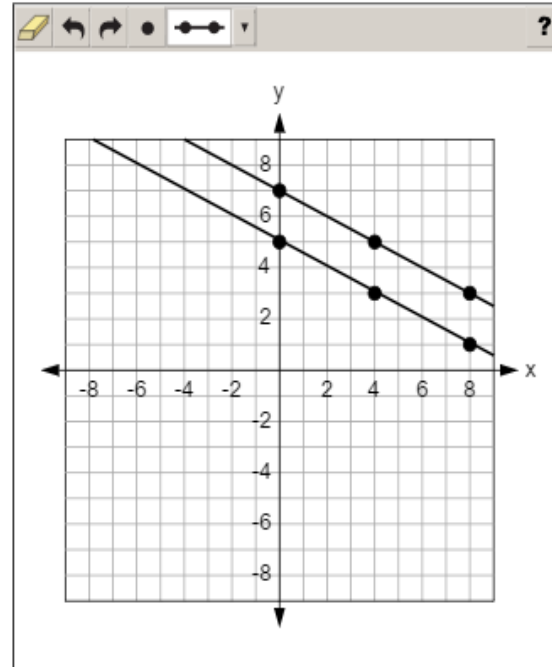
Training Student

Question  
Page 1 of 2



**Part A** The graph of  $f(x)$  is shown on the coordinate grid.

Graph the linear function  $f(x) - 2$ .



Review/End Test

Pause

Flag

Back Next

### Item 3


#### Drag-and-Drop Technology-Enhanced

The list shows the numbers of minutes three students studied for their math test.

- Julie: 15 minutes
- Marcus: 45 minutes
- Karen: 60 minutes

Move the clocks to create a picture graph using the information listed.

Student	Number of Minutes Studied
Julie	
Marcus	
Karen	

Key:  = 15 minutes

- ➡ Use a mouse, touchpad, or touchscreen to move the clock into the picture graph rows. Each row can fit up to 6 clocks.

**Item 6**

**Drag-and-Drop Multi-Part Technology-Enhanced**

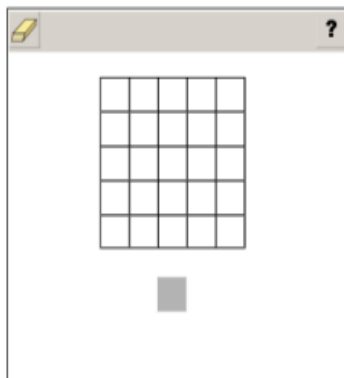
**Part A**

**Part A**

Quincy has 3 pouches, and each pouch has 4 pencils inside. The expression shown represents Quincy's total number of pencils.

$$3 \times 4$$

Move the shaded square into the model as many times as needed to show the product of 3 and 4. Each shaded square represents one pencil.



- Use a mouse, touchpad, or touchscreen to move the shaded square into the model. The shaded square may be used 25 times.

**Go on to the next page to finish item 6.**

**Item 6. Continued.**

**Part B**

**Part B**

What is the value of  $5 \times 3$ ?

- ☐ a 12
- ☐ b 15
- ☐ c 16
- ☐ d 20

- Use a mouse, touchpad, or touchscreen to select a response.

Science

Item Types
Selected Response Multi-Part Multi-Select Drag and Drop/Paste Drop-down list
Unique Feature(s)
<ul style="list-style-type: none"><li>Science requires understanding of the core concepts, ideas, and practices of science to explain scientific phenomena</li></ul>

Grades 3-5 Test Practice

Training Student

Question 21



Bottlenose dolphins live off the coast of Georgia. The list shows some characteristics of bottlenose dolphins.

**Characteristics of Bottlenose Dolphins**

- have 86 to 100 sharp teeth
- are light gray to almost black in color
- can be eaten by sharks and killer whales
- live in groups of females and groups of males

Which question can be asked to find out which characteristic of bottlenose dolphins is an instinct?

- (a) Why do bottlenose dolphins live in groups?
- (b) Why do sharks and killer whales hunt bottlenose dolphins?
- (c) How many teeth do bottlenose dolphins have when they are born?
- (d) How does the color of bottlenose dolphins help them hide from predators?



# TE Item Examples

All Grades TE

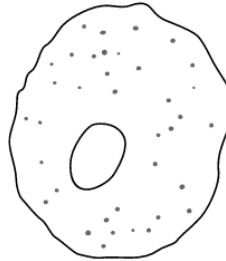
Training Student

Question 26

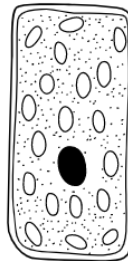


The pictures show the structure of two cells.

Cell X



Cell Y



Use drop-down menus to complete the following sentences about the two cells.

Cell X is shaped like a circle because it is , which means it , and  
cell Y is shaped like a rectangle because it is , which means it .

Review/End Test

Pause

Flag

Drop down selection

Back

Next

# Understanding Student Score Reports






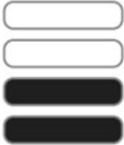
# Sample Student Report

2. Achievement level – The overall student achievement level on each test is categorized as Beginning Learner, Developing Learner, Proficient Learner, or Distinguished Learner.

3. Scale Score -This area of the report shows a student's scale score and the range of scale scores for the achievement level.

4. Achievement levels - Brief descriptions of all four Georgia Milestones achievement levels are provided to allow students and parents to see the full continuum of expectations.

## Your student's performance on the Georgia Milestones End-of-Grade Assessment for Grade 8

CONTENT AREA	ENGLISH LANGUAGE ARTS	MATHEMATICS	SCIENCE	SOCIAL STUDIES
2 <b>ACHIEVEMENT LEVEL</b>	<b>LEVEL 3 PROFICIENT LEARNER</b> 	<b>LEVEL 3 PROFICIENT LEARNER</b> 	<b>LEVEL 3 PROFICIENT LEARNER</b> 	<b>LEVEL 2 DEVELOPING LEARNER</b> 
3 <b>SCALE SCORE</b>	<b>526</b> Scale Score Range 525-580	<b>556</b> Scale Score Range 525-578	<b>563</b> Scale Score Range 525-592	<b>516</b> Scale Score Range 475-524

### Achievement Levels

- |   |  |   |   |
|---|--|---|---|
| <p>4 <b>LEVEL 1: BEGINNING LEARNERS</b> 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.</p> | <p><b>LEVEL 2: DEVELOPING LEARNERS</b> 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.</p> | <p><b>LEVEL 3: PROFICIENT LEARNERS</b> 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.</p> | <p><b>LEVEL 4: DISTINGUISHED LEARNERS</b> 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.</p> |
|---|--|---|---|



# Sample Student Report

7. SEM - an error band (plus/minus one SEM unit) is reported together with the student's scale score.

8. Domain Category Performance - Standards for each course have been grouped into clusters of related content, used identify relative strengths and weaknesses of the student. Domain categories: Remediate Learning, Monitor Learning, or Accelerate Learning.

6

Spring 20XX

8

**Milestones**  
Assessment System

Achievement Level	
✓ <b>Level 3: Proficient Learner</b>	<b>Scale Score</b>
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.	<b>552</b>

7 **Standard Error of Measurement (SEM):** A scale score of **552** indicates your student's achievement on the day of testing. If your student were to take the same test again, it is likely that his or her score would be within the standard error of measurement range of **534-570**.

Domain Performance	
<b>Reading and Vocabulary*</b>	●
Key Ideas and Details	◐
Craft and Structure/Integration of Knowledge and Ideas	●
Vocabulary Acquisition and Use	○
<b>Text Types*</b>	
Reading Literary Text	◐
Reading Informational Text	●
<b>Writing and Language</b>	◐
Writing	○
Language	●
<b>Extended Writing Scores<sup>1</sup></b>	
<b>Extended Writing informational/explanatory essay</b>	
Idea Development, Organization, and Coherence	<b>3 out of 4 points</b>
Language Usage and Conventions	<b>3 out of 3 points</b>
<b>Narrative Writing Response</b>	<b>2 out of 4 points</b>

Domain Mastery ○ Remediate Learning ◐ Monitor Learning ● Accelerate Learning

# Sample Student Report

**9.** The reading status indicator - is determined by student performance on the subset of reading items within the ELA assessment and the associated Lexile score.

**10.** A concordance table was built between the Georgia Milestones and TerraNova assessments that allows the student to receive a national percentile range. A national percentile range of 69–93, means that they performed as well as or better than 69 to 93 percent of the national norming group.

**11.** Comparison Of Scores – Student, School, System and State.

9

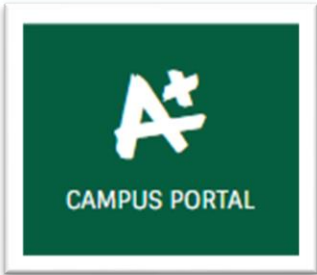
10

Your Student's Reading Status		Comparison to a National Sample of Students
Reading Status: <b>Grade Level or Above</b>		National Percentile Range: <b>69-93</b>
Lexile Measure: <b>1315L</b>	Lexile Range: <b>1215L-1365L</b>	
<p>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 <a href="http://www.lexile.com">www.lexile.com</a>. For more information, visit <a href="http://www.gadoe.org/lexile.aspx">www.gadoe.org/lexile.aspx</a>.</p>		<p>Your student's performance can be compared to other students nationally in Language. The national percentile range is based on his or her estimated score on <i>TerraNova</i>, a nationally-normed achievement test. A national percentile range of 69-93 means that your student performed as well as or better than 69 to 93 percent of the national norming group. The national percentile range is based on his or her estimated <i>TerraNova</i> score <math>\pm</math> the standard error of measurement.</p>

11

Comparison to the School, System, and State				
The school, system, and state bar graphs reflect the mean scale score for groups of 15 or more students.				
Achievement Levels	Student	School	System	State
Level 4: Distinguished Learner Scale Score Range: 590-750				
Level 3: Proficient Learner Scale Score Range: 525-589	552	554	550	520
Level 2: Developing Learner Scale Score Range: 475-524				
Level 1: Beginning Learner Scale Score Range: 190-474				

# Accessing Student Reports



1. Select Campus  
Portal  
Login

## Parent and Student Resources



Click links below for Campus Resources

- Parent Portal Booklet for Infinite Campus
- Campus Parent Portal videos
- Online Registration (OLR) Quick Guide

How to...

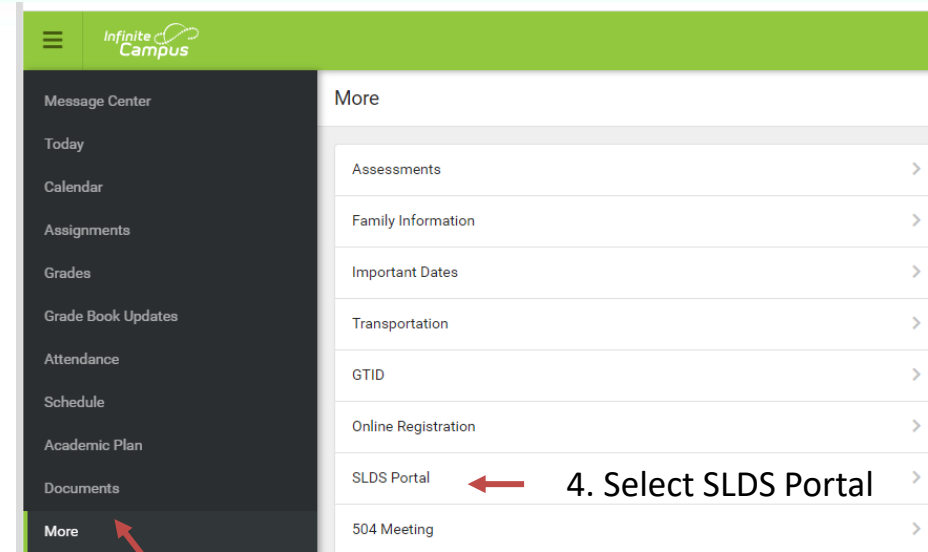
## How do I set-up my parent portal account?

All portal accounts require a 1-time activation to create your ID and password. You must be a parent/guardian of a current FCS student to activate an account.

To verify identity, you will be asked to provide the following information about 1 student in your household:

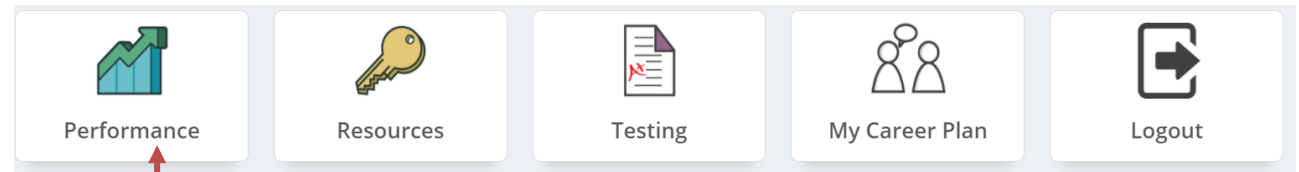
- Student first and last name (as entered on birth certificate)
- Student ID number
- Student Date of Birth (MM/DD/YYYY)

2. Login or create an  
account



3. Select More

4. Select SLDS Portal



5. Select performance  
– Access to all testing  
years reports.



# Parent Resources

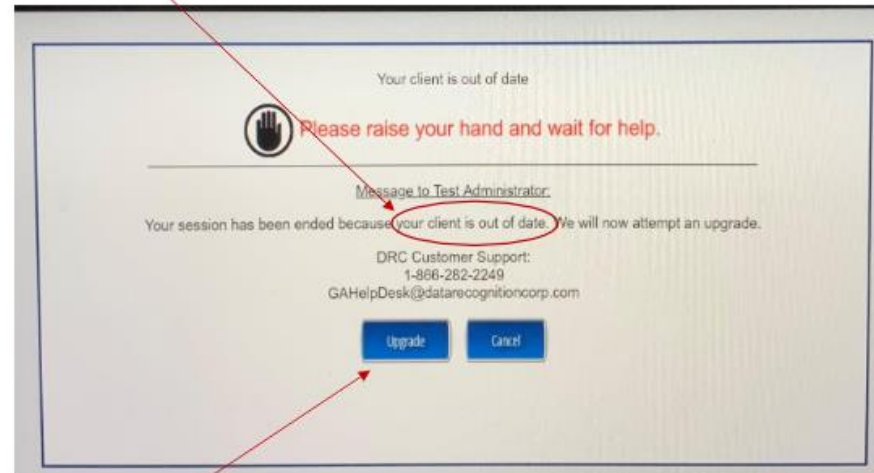


# Ensure Students Have Most Up to Date DRC



## Student Upgrade of DRC Insight Online Assessment

A student launches DRC Insight and attempts to open a test but receives an error message stating the client is **out of date**. This means that DRC Insight must be upgraded to the newest version.



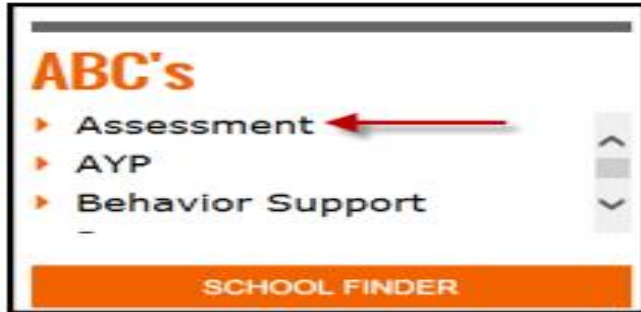
Press **Upgrade** to install the latest version of DRC Insight.

# Assessment Updates

- 2020 – 2021 School year GMAs will not be used for promotion and retention purposes in 3<sup>rd</sup>, 5<sup>th</sup>, and 8<sup>th</sup> grade.
- Social Studies assessment has been eliminated from 5<sup>th</sup> grade.

# EOG Parent Milestone Resources

1. Go to [www.gadoe.org](http://www.gadoe.org). Scroll down to ABC's and click "Assessment".



[Parent Resource](#)

2. Look to left of screen and click "Georgia Milestones Assessment System". Then look to right of screen under RESOURCES and you will be able to see PARENT RESOURCES.

Primary Assessments	Parent Resources
Access for ELLs	▪ Georgia Milestones EOC Study/Resource Guides
Georgia Alternate Assessment (GAA)	▪ Georgia Milestones EOG Study/Resource Guides
Georgia Kindergarten Inventory of Developing Skills (GKIDS)	▪ Georgia Milestones Parent Question & Answer Brochure
<b>Georgia Milestones Assessment System</b>	▪ Parents' Guide to New Tests in Georgia
National Assessment of Educational Progress (NAEP)	▪ Experience Online Testing Georgia
Former/Retired Assessments	▪ GeorgiaStandards.org
	▪ Lexile Framework for Reading

# Parent Resource



## GMAS Assessment Guide for Parents

State Assessment

[Link to GMAS SMORE](#)

# Assessment Website





# Healthy Testing Tips

- Make sure your child is on time. Students who are tardy cannot enter a testing session once it has begun.
- Make sure your child gets a good night's rest.
- Breakfast is important!
- Please make every effort to schedule appointments outside of the testing window.