

Georgia Milestones Refresher  
Evans Middle School  
2016-2017

GEORGIA  
**MILESTONES**  
ASSESSMENT SYSTEM



# Milestones Content Weights Grades 6-8

| Domain                 | Approximate Percent of Test |
|------------------------|-----------------------------|
| Reading and Vocabulary | 53%                         |
| Writing and Language   | 47%                         |



# ELA End of Grade Assessment Design

| Description                        | Number of Items | Points for CR Score |
|------------------------------------|-----------------|---------------------|
| CR Selected Response Items         | 30              | 30                  |
| NRT Selected Response Items        | 20              | 10                  |
| CR Constructed Response Items      | 3               | 8                   |
| CR Extended Writing Response Items | 1               | 7                   |
| CR Field Test Items                | 6               | 0                   |
| <b>Total Items/Points</b>          | <b>60</b>       | <b>55</b>           |

# ELA Testing Format

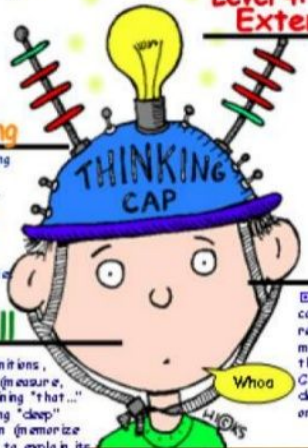
|                  |                       |
|------------------|-----------------------|
| <b>Section 1</b> | <i>70-90 minutes</i>  |
| <b>Section 2</b> | <i>70 -90 minutes</i> |
| <b>Section 3</b> | <i>70-90 minutes</i>  |



# Depth of Knowledge

|   |  |
|---|--|
| <b>Level 4<br/>(Extended Reasoning)</b> | <ul style="list-style-type: none"><li>● Complex thinking required!</li><li>● Plan, investigate, or apply a deeper understanding</li><li>● These items will take more time to write</li><li>● Connect and relate ideas</li><li>● Show evidence by doing a task, creating a product, or writing a response</li></ul> |
| <b>Level 3<br/>(Complex Reasoning)</b>  | <ul style="list-style-type: none"><li>● Go beyond describing “how and why”</li><li>● Explain or justify answers</li><li>● Give reasons and evidence for your response</li><li>● Make connections and explain a concept or “big idea”</li></ul>   |
| <b>Level 2<br/>(Basic Reasoning)</b>    | <ul style="list-style-type: none"><li>● Think about things- it is more than just remembering something</li><li>● Describe or explain something</li><li>● Answer the questions “how” and “why”</li></ul>  |
| <b>Level 1 (Recall of Information)</b>  | <ul style="list-style-type: none"><li>● Identify, list, or define something</li><li>● Questions may start with who, what, when, and where</li><li>● Recall facts, terms, or identify information</li></ul>   |

Evaluate each of the following slides to determine the depths of knowledge applied in each question.



# DOK (Depth of Knowledge)

## Level 4: Extended Reasoning

- A. Requires complex reasoning, planning, and thinking (generally over extended periods of time) for the investigation.
- B. Assessment activities have multiple steps with extended time provided.
- C. Students may be asked to relate concepts within the content area and among other content areas.
- D. Students make real-world applications in new situations.

## Level 3: Strategic Reasoning

- A. Focus is on reasoning & planning in order to respond (e.g., write an essay, apply in new/novel situation).
- B. Complex and abstract thinking is required.
- C. Often need to provide support for reasoning or conclusions drawn.
- D. More than one "correct" response or approach is often possible.

## Level 2: Skill/Concept

- A. Focus is on applying skills and concepts (in a familiar/typical situation) relationships (compare, cause-effect), main ideas.
- B. Requires deeper knowledge than definition.
- C. Explaining how or why.
- D. Making decisions.
- E. Estimating, interpreting in order to respond.
- F. One right answer.

## Level 1: Recall

- A. Focus is on specific facts, definitions, details, or using routine procedures (measure, divide, follow recipe, etc.).
- B. Explaining "that..."
- C. Can be "difficult" without requiring "deep" content knowledge to respond to item (memorize a complex theory without being able to explain its meaning or apply it to a real work situation).
- D. Combination of level ones does NOT = level 2.
- E. One right answer.

**"He who learns but does not think, is lost!  
He who thinks but does not learn  
is in great danger." Confucius**

ELA6L2.b- Demonstrate the command of conventions of standard English capitalization, punctuation, and spelling when writing.

The sentence below contains a spelling error.

I did not mock the candidate's reason for his absense because he seemed so honorable.

Which underlined word is not spelled correctly?

- a. mock
- b. candidate's
- c. absense
- d. honorable



**Level 1**

ELARL1: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.

Read the poem “The Moon” and answer question two.

Which line from the poem BEST expresses the poet’s opinion of the moon?

- a. Upon the world below
- a. Her lips of amber never part
- b. And what a privilege to be
- c. Her dimities of blue





**ELARL4-Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choice on meaning and tone.**

*Analyze the tone of the poem and how the author's word choice creates that tone. Use specific examples from the poem to support your answer. Write your answer on the lines provided.*



**Level 3  
2 pts**

# ELA6W1- Write arguments to support claims with clear reasons and relevant evidence

In this section you will read two passages about the ongoing debate over the use of pesticides. What are the benefits and dangers of using pesticides? You will write an argumentative essay supporting either side of the debate in which you argue for or against the use of pesticides.



**Level 4**

**7pts**

# How can we prepare our students to think critically?

[Sample Critical Thinking Lesson](#)

[Annotation Strategies](#)



# Selected Response



**Selected-Response**  
(multiple choice)

Defined as a question, problem, or statement that appears on a test followed by several answer choices, sometimes called **options** or **response choices**.

The incorrect choices called **distractors**, usually reflect common errors. The student's task is to choose, from the alternatives provided, the best answer to the question, posed in the **stem** (question)

Selected-response items will have **four** answer choices.

# Technology-Enhanced



**Technology-enhanced items**  
(multiple select or two part questions)

Defined as a question, problem, or statement and **students may be asked to select more than one answer.**

Students may be asked to answer the **first part** of the question based upon how they answered part one.

Selected-response items will have **four** answer choices.

# Technology-Enhanced Example

This question has two parts. Answer Part A, and then answer Part B.

**Part A:** What conclusion about Phileas Fogg can the reader MOST LIKELY draw from the story?

- a. He follows strict routines in his daily life.
- b. He writes poetry about his world travels.
- c. He has become wealthy from investments in charities.
- d. He frequently entertains friends in his large home.

**Part B:** Which pair of sentences from the story BEST supports



# Technology-Enhanced Example



Part 2

Part B: Which pair of sentences from the story BEST supports your answer in Part A?

- A. People said that he resembled Byron-at least that his head was Byronic.
- B. His daily habits were quite open to observation; but whatever he did was so exactly the same thing that he had always done before, that the wits of the curious were fairly puzzled.
- C. He was one of the most noticeable members of the Reform Club, though he seemed always to avoid attracting attention, an enigmatical personage, about whom little was known, except that he was a polished man of the world.
- D. He often corrected, with a few clear words, the thousand conjectures advanced by members of the club as to lost and unheard of travelers, pointing out the true probabilities, and seeming as if gifted with a sort of second sight, so often did events justify his predictions.

# Constructed Response Item Example

|   |  |  |
|---|--|--|
| <p><b>Constructed-response item</b></p> | <p>A constructed-response item asks a question and solicits the students to provide a response he or she constructs on his or her own.</p> | <p>Constructed responses are worth <b>two points</b>. Partial credit may be awarded.</p> |
|---|--|--|





# Sample Constructed Response

What is the central idea of the passage?

Support your response with details from the passage. Type your answer on the lines provided.

[RACES graphic organizer](#)

**R**estate

Restate the question by turning it into a statement.

**A**nswer

Answer all parts of the question.

**C**ite

Give examples and evidence from the text.

*"the text states..." "in paragraph 4..."*

**E**xplain

Explain how your evidence supports your answer:

*"this shows that..." "this means..."*

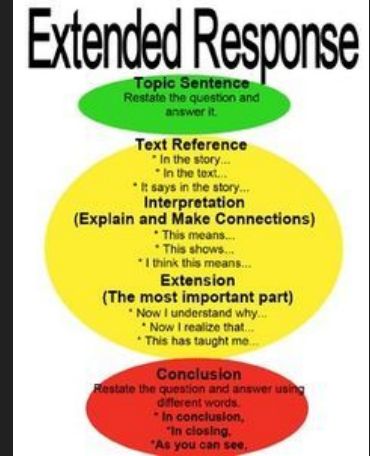
# Extended Constructed Response Item

## Extended Constructed-Response item

This is a specific type of constructed-response that **elicits a longer, more detailed response** from the student than a two-point constructed response item.

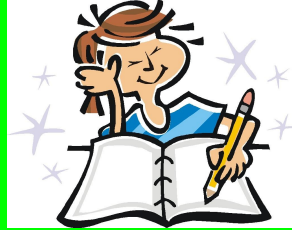
Extended Constructed-response items are worth **four points**. Partial credit may be awarded.

Students will respond to a **narrative prompt** based on a passage the student has read, and the **response will be scored for the Writing/Language domain**.



# Sample Extended Constructed-Response

Narrative Response-



Based upon the information in the passage, write a continuation of the passage that reveals Caleb's inner dialogue, or his thoughts, as he begins riding his first Pony Express route.

Support your response with details from the passage. Type your answer in the space provided.

# Extended Response

## Topic Sentence

Restate the question and answer it.

## Text Reference

- \* In the story...
- \* In the text...
- \* It says in the story...

## Interpretation

(Explain and Make Connections)

- \* This means...
- \* This shows...
- \* I think this means...

## Extension

(The most important part)

- \* Now I understand why...
- \* Now I realize that...
- \* This has taught me...

## Conclusion

Restate the question and answer using different words.

- \* In conclusion,
- \* In closing,
- \* As you can see,

# Extended Writing Response

## Extended Writing Response

This requires students to produce **arguments** or develop and **informative response**.

The extended response, or writing task, **includes two passages, three selected-response items, and one constructed-response item** that scaffolds students' understanding of the passage.



# Sample Extended Writing Response

Writing Task- Following the reading of “Show Me Impossible” and “Houdini”, create a plan for your informational/explanatory essay.

Many people have goals such as Houdini did. Think about ideas, facts, definitions, details, and other information and examples you want to use. Think about how you will introduce your topic and what the main topic will be for each paragraph. Be sure to identify the sources by title or number when using details or facts directly from the sources.

Write an informational/explanatory essay about having a goal and the steps needed to realize the goal.

Be sure to use information from BOTH passages. Write your answer on the lines provided.

# Sample Questions and Resource Guide

[GADOE Website](#)

[NEWSELA \(Non-fiction\)](#)

[Common Lit](#)

[ReadWorks](#)

