

# GEORGIA MILESTONES ASSESSMENT SYSTEM

End of Grade ( EOG)

Grades 5-8

# Glossary (GADOE Definitions)

- ▣ **Norm Referenced:** Assessments that compare test takers to each other. Assessment items may include content and skills that were not in a particular curriculum.
- ▣ **Criterion Referenced:** Assessments that are designed to measure a specific set of skills and content. (grade/ content specific)

# Glossary (GADOE Definitions)

## ▣ Selected-Response [aka, multiple-choice]

- all content areas

## ▣ Constructed-Response

(ELA and Mathematics only)

- items that require the student to generate a response as opposed to selecting a response.
- are open ended, short answer questions that measure application-level cognitive skills as well as content knowledge.



# Glossary (GADOE Definitions)

## □ Extended-Response

(ELA and Mathematics only)

- items require more elaborate answers and explanations of reasoning. They allow for multiple correct answers and/or varying methods of arriving at the correct answer. Writing prompts and performance tasks are examples of extended-response items.

## □ Technology Enhanced

- requires student to interact with the technology in order to answer the question. (Examples: Writing an equation, highlighting text, shading shapes.)

# What is GMAS?

- ❑ GMAS- Georgia Milestones Assessment System.
- ❑ Consist of grades 3-8 End of Grade (EOG) and grades 9-12 End of Course (EOC)- specific courses.
- ❑ GMAS EOG- combines reading, language arts and writing into a single test measure aligned to standards
- ❑ GMAS EOG- separate assessments in ELA, math, science and social studies.
- ❑ Students will not only be asked what the answer is to a question, but why....how they know or what evidence supports their answer

# Features of the EOG

- ❑ 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



# Blended: Criterion Referenced and Norm Referenced Test

- ❑ 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

# EOG-ELA

- ❑ will require close analytic reading to construct meaning, make inferences, draw conclusions, compare and contrast ideas, themes, etc., as well as synthesize ideas and concepts across multiple texts
- ❑ will require students to develop informative/explanatory responses or narratives, produce opinions/arguments – citing evidence from text(s) and using standard language conventions, etc.



# EOG- ELA

- ❑ Grades 5-8:
  - ❑ Item Types:
    - ❑ Selected Response
    - ❑ Constructed Response
    - ❑ Extended Response: Narrative Genre
    - ❑ Extended Writing Response: Opinion or Informational/ Explanatory Genre (Grade 5). Argumentative or Informational/ Explanatory Genre
  - ❑ Total Number of Items= 44
  - ❑ Total Number of Points= 55
  - ❑ Reading Vocabulary- 53%
  - ❑ Writing and Language- 47%

# EOG-Math

- ❑ will require demonstration of conceptual understanding, procedural skills and fluency, problem solving, modeling, and mathematical reasoning

# EOG- Math

- ❑ Grade 5
  - ❑ Item Types:
    - ❑ Selected Response
    - ❑ Constructed Response
    - ❑ Extended Response
  - ❑ Total Number of Items= 53
  - ❑ Total Number of Points= 58
  - ❑ Operations and Algebraic Thinking- 10%
  - ❑ Number and Operations in Base 10-25%
  - ❑ Number and Operations- Fractions-30%
  - ❑ Measurement and Data-20%
  - ❑ Geometry- 15%



# EOG- Science

- ▣ will require understanding of the core concepts, ideas, and practices of science to explain scientific phenomena –with content and Characteristics of Science/Nature of Science standards serving as co-requisites

# EOG- Science

- Grade 5

- Item Types:

- Selected Response

- Total Number of Items= 55

- Total Number of Points= 55

- Earth Science- 30%

- Physical Science- 30%

- Life Science- 40%

# EOG- Social Studies

- ❑ will require understanding of the past and its influence on the present and future –including the interconnectedness of history, culture, geography, economics, and governments/civics



# EOG- Social Studies

- Grade 5

- Item Types:

- Selected Response

- Total Number of Items= 55

- Total Number of Points= 55

- History-50%

- Geography-15%

- Government/Civics- 20%

- Economics- 15%

# ELA Examples

This section of this test assesses your skill to comprehend reading passages and use information from the passages to write an informational / explanatory essay.

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

As you read the passages, think about details you may use in an informational / explanatory essay about the northern red oak and the live oak tree. The informational / explanatory essay will be the final writing task in this section.

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

1. The Northern Red Oak
2. The Hardy Live Oak

**Read the first passage.**

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Which question can be answered by these sentences from "The Northern Red Oak"?

The weight of the branches' leaves adds even more pounds. If the growth of the tree is not managed, the entire appearance of the tree can be changed. Early trimming helps groom the tree and keeps it from looking like a rounded triangle by summer's end.

- ☐ (a) What causes the branches of a northern red oak to be so heavy?
- ☐ (b) Why is it important to trim the branches of a northern red oak tree?
- ☐ (c) What kind of tools should be used to trim the branches of a northern red oak tree?
- ☐ (d) Why do the branches of a northern red oak tree grow so many leaves?

Review/End Test

Pause

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## Extended Response- Multiple Choice Questions

# ELA- Example

Read the passage and answer the questions.

## Your Weekly Calendar

Have you ever wondered how some kids remember everything? They always hand in their homework on time. They never forget their gym shoes. Their library books are never late. They are ready for the day, every day!

Everyone has tasks at home and at school. You may belong to afterschool groups or play sports too. How can you be prepared for the day? A weekly calendar can help you plan for what you need to do each day.

## Stay on Track in School

Think of all the things you need to remember for a week at school. Think about everything—from gym class to tests. Make a note on your calendar for the days you need gym shoes. Do you have a spelling test each week? If you know the test is coming up, you will remember to study. Then you might get a wonderful score on the test! If homework is due on a certain day, write that down.

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What is the main idea of the passage?

Use details from the passage to support your answer. **Type your answer in the space provided.**

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Review/End Test

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Constructed Response- Relates to the Reading Standards



# ELA- Example

Write a conclusion to the story in which Anna and Michael go back to the attic to see what else they can find.

Be sure to include what they say to each other and descriptions of how the attic looks. Write your answer on the lines provided.

Extended Constructed Response- Narrative Writing

# ELA- Example

## Part A

What does the phrase **it would knock the wind right out of me** mean in paragraph 2 of the passage from *Pordy's Prickly Problem*?

- ☐ A. Hitting the ground would harm Pordy.
- ☐ B. Hitting the ground would surprise Pordy.
- ☐ C. Hitting the ground would make a loud sound.
- ☐ D. Hitting the ground would cause a strong breeze.

## Part B

Which **two** details from paragraph 2 **best** support the answer to Part A?

- ☐ A. "... toes felt too weak ...."
- ☐ B. "... dig into the bark ...."
- ☐ C. "... keep my body from falling."
- ☐ D. "... such a long, long way down."
- ☐ E. "... where I would land ...."
- ☐ F. "... was so hard."

Technology Enhanced Questions

# Math- Example

There are 3 boxes of games in Cameron's closet. There is an equal number of games in each box.

Which number could represent the TOTAL number of games in the 3 boxes?

- ☐ (a) 5
- ☐ (b) 12
- ☐ (c) 16
- ☐ (d) 23

Review/End Test

Pause

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Multiple Choice

# Math- Example

A coach will pass out 32 shirts to her team. The shirts are in piles by size. There are 4 different sizes, and each size has the same number of shirts.

**Part A** How many shirts are in each pile? Explain how you found your answer. Type your answer in the space provided.

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**Part B** The coach receives another shipment of 10 shirts and puts them in the piles according to the 4 sizes.

Will each of the piles still have an equal number of shirts? Explain your reasoning. Type your answer in the space provided.

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Review/End Test

Pause

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Constructed Response



# Math- Example

Lucy and Andy each buy pens for school. Pens come in packs of 8. Lucy buys 3 packs of pens. Andy buys 30 packs of pens.

## Part B

John also buys pens.

Select TWO numbers that could be the number of pens John buys.

- ☐ a 3
- ☐ b 16
- ☐ c 18
- ☐ d 28
- ☐ e 30
- ☐ f 40

Review/End Test

Pause

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Technology Enhanced

# Science- Example

Which organism uses sunlight to make its own food?

- ☐ (a) butterfly
- ☐ (b) snail
- ☐ (c) sunflower
- ☐ (d) tiger

Review/End Test

Pause

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# Social Studies- Example

Which country had the MOST influence on the primary language spoken in Latin America today?

- ☐ (a) Italy
- ☐ (b) Spain
- ☐ (c) France
- ☐ (d) Germany

Review/End Test

Pause

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# Achievement Level Descriptors

- ❑ **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*



# Additional Parent Resources

- ❑ GADOE Parent Resources-<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-Assessment-System.aspx>
- ❑ Experience Online Georgia-[www.gaexperienceonline.com](http://www.gaexperienceonline.com)