

GEORGIA MILESTONES ASSESSMENT SYSTEM

End of Grade (EOG)

Grades 3-4

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 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 -ELA
- ❑ GMAS EOG- separate assessments in 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

□ Grade 3 & 4:

□ Item Types:

- Selected Response

- Constructed Response

- Extended Response: Narrative Genre

- Extended Writing Response: Opinion 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 3

- Item Types:

- Selected Response

- Constructed Response

- Extended Response

- Total Number of Items= 53

- Total Number of Points= 58

- Operations and Algebraic Thinking- 25%

- Number and Operations -35%

- Measurement and Data-30%

- Geometry- 10%

EOG- Math

- Grade 4

- Item Types:

- Selected Response
- Constructed Response
- Extended Response

- Total Number of Items= 53

- Total Number of Points= 58

- Operations and Algebraic Thinking- 20%

- Number and Operations in Base 10-20%

- Number and Operations- Fractions-30%

- Measurement and Data-20%

- Geometry- 10%

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.

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?

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Extended Response- Multiple Choice Questions

ELA Examples

The Hardy Live Oak

The live oak tree is one of the toughest trees found in the United States. It is not a tall tree. It grows only 30 to 40 feet high. But its branches are broad and strong. The branches make up for the tree's rather short height. How? The branches stretch out from the trunk like thick arms on a giant. The leaves on the branches are simple. They are oval in shape. They glisten in the sun. Most importantly, live oak leaves are always there. Live oaks stay green all year round.

The live oak is also a fast growing tree. It is often planted in the lawns of new houses. This lets people living in the house have shade in just a few years. However, the owner of the tree needs to keep the lower branches trimmed. If the lower branches are not trimmed, over time the lower tree limbs will grow downward toward the ground. These branches will seem to almost slither like a snake. In time, they will be only inches above the ground. They will also spread out over the lawn for up to 25 feet from the trunk of the tree.

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Describe how the information in "The Northern Red Oak" is similar to the information in "The Hardy Live Oak."

Use details from BOTH passages to support your answer. **Type your answer to the short-constructed response in the space provided below.**

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Extended Response- Writing Prompt-Informational / Opinion

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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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

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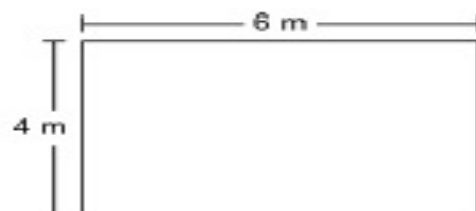
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Multiple Choice

Math- Example

Students are painting the floor of a room with their school's colors, blue and yellow. A drawing of the rectangular floor is shown.



Part A The students paint a blue line around the perimeter of the floor.

What is the perimeter, in meters, of the floor? Explain how you found your answer. Type your answer in the space provided.

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Part B The students paint a yellow rectangle in the middle of the floor that is exactly half the perimeter of the entire floor.

What is the perimeter, in meters, of the yellow rectangle? Explain how you found your answer. Type your answer in the space provided.

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Constructed Response- Manipulates answers

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

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Technology Enhanced

Benefits of Georgia Milestones

- ❑ Results are provided more quickly and in a more user-friendly format (2016-2017 School Year)
- ❑ Computer-based testing is more efficient, innovative and engaging
- ❑ Allows Richmond County as well as Georgia to compare student performance across schools and districts statewide, as well as provide information on how Georgia students compare with their peers nationally
- ❑ Provides accurate measures of achievement and growth for all students, including those with disabilities and English learners. Test accommodations will be available to provide appropriate accessibility needed for accurate results to those who qualify.

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 prepared* for the next grade level or course and are well prepared for college and career readiness.

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