

Welcome Parents!

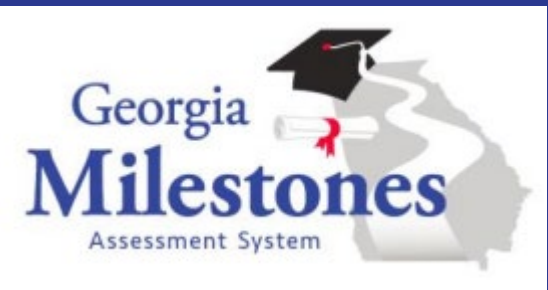
Parent Testing Meeting

Understanding the Georgia Milestones Assessment System (GMAS)

Arcado Elementary

Title I

March 18, 2024



Purpose

- The Georgia Milestones Assessment System 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, and science.
- Georgia Milestones is a single assessment system that consists of end-of-grade measures in English language arts and mathematics in grades 3-8, end-of-grade measures in science in grades 5 and 8, end-of-grade measure in social studies in grade 8, and end-of-course measures for specified high school courses.



Administration

- Taken on the computer in grades 3-5
- Taken over the course of several days, one section per day
 - Grades 3 - 5
 - 3 days for Language Arts
 - Section 1: up to 90 minutes
 - Sections 2 and 3: up to 80 minutes each
 - 2 days for Math
 - Sections 1 and 2: up to 65 minutes each
 - Grade 5
 - 1 day for Science
 - Sections 1 and 2: up to 40 minutes each



Language Arts

Test Structure

All Grades

Section 1

- Paired passage set
- 5 questions
 - Selected-response
 - Short constructed-response
 - Extended writing response (essay)

90 minutes

Section 2

- 3-5 passages*
- 20-25 questions
 - Selected-response
 - Evidence-based selected-response
 - Technology-enhanced (drag and drop, drop-down)**
 - Extended constructed-response (narrative)

80 minutes

Section 3

- 3-5 passages*
- 20-25 questions
 - Selected-response
 - Evidence-based selected-response
 - Technology-enhanced (drag and drop, drop-down list)**

80 minutes

* Varies based on passage length. May include individual and paired passages. Includes both operational and field test passages.

**Online forms only. Print forms include multi-select items in place of technology-enhanced items.



Language Arts

Test Design

Item Types - All Grades

Description	Number of Items	Number of Points
1-point Selected-Response and Technology-Enhanced Items ^{1, 2}	37	37
2-point Evidence-Based Selected-Response and Technology-Enhanced Items ¹	5	10
2-point Constructed-Response Items	1	2
4-point Extended Constructed-Response Items (Narrative Writing)	1	4
7-point Extended Writing-Response Items	1	7
Field Test Items ³	6	0
Total ⁴	51	60

Test Structure

All Grades

Section 1

- 27-28 questions
 - Item Types
 - Selected-response
 - Technology-enhanced*

65 minutes

Section 2

- 27-28 questions
 - Item Types
 - Selected-response
 - Technology-enhanced*

65 minutes

* Technology-Enhanced item types used for Mathematics include multi-part, multi-select, drag-and-drop, drop-down, graphing, and keypad-input.



Math

Test Design

Item Types - All Grades

Item Type	Number of Items	Number of Points
1-point Selected-Response and Technology-Enhanced Items ^{1, 2}	42	42
2-point Technology-Enhanced Items ¹	8	16
Field Test Items ³	5	0
Total⁴	55	58

Test Structure

Science (Grade 5, Grade 8, HS Physical Science, and Biology)

Section 1

- 20-22 questions
- Item Types
 - Selected-response
 - Technology-enhanced*

40 minutes

Section 2

- 20-22 questions
- Item Types
 - Selected-response
 - Technology-enhanced*

40 minutes

** Technology-Enhanced item types used for Science include multiple-part, multiple-select, drag-and-drop, and drop-down menu.*



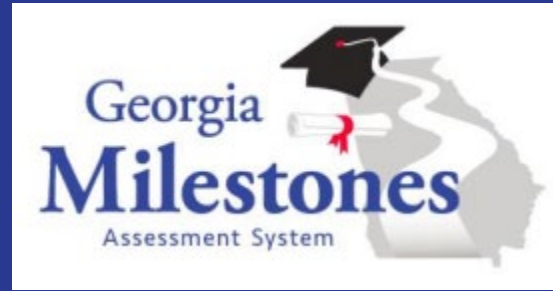
Test Design

Item Types - All Grades

Description	Number of Items	Number of Points
1-point Selected-Response and Technology-Enhanced Items ^{1, 2}	30	30
2-point Technology-Enhanced Items ¹	8	16
Field Test Items ³	4	0
Total⁴	42	46

Item Types

Selected Response
& Technology Enhanced



Selected Response

Question 7
Page 1 of 2



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

Part A

What is MOST LIKELY a result of having a weekly calendar?

- (a) good grades
- (b) less homework
- (c) more field trips
- (d) extra sports practices

Review/End Test

Pause

Flag

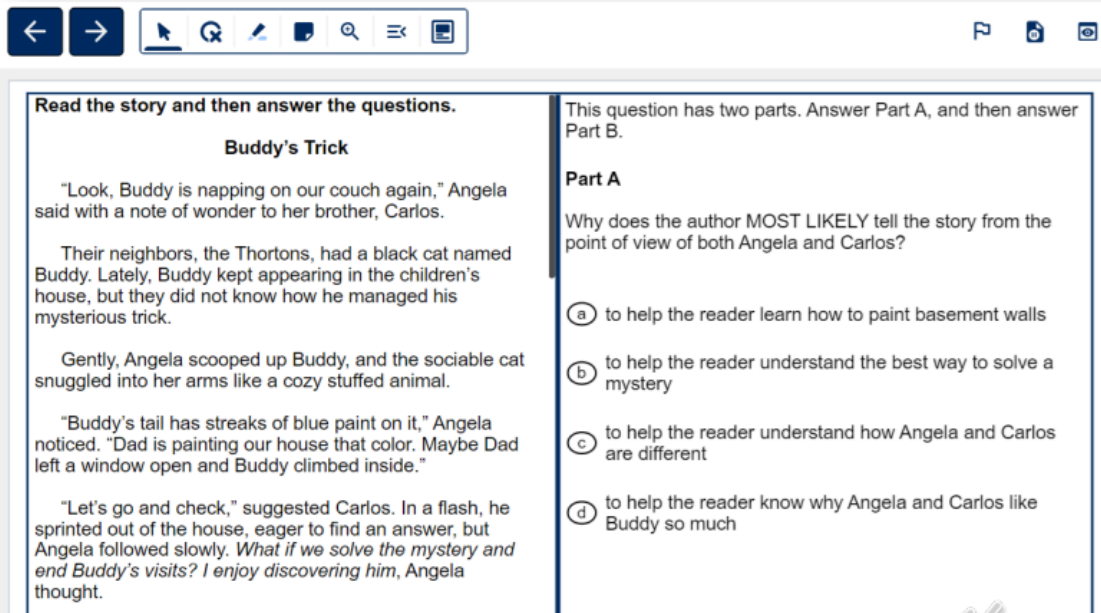
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Item Types

Evidence-Based Selected-Response

- In Evidence-Based Selected-Response (EBSR) items, the student responds to a two-part question.
- In the first part, the student responds to an inferential or key concept question related to a stimulus text.



The screenshot shows a digital reading interface with a toolbar at the top containing navigation and editing icons. The main content is divided into two columns. The left column contains a story titled "Buddy's Trick" with three paragraphs of text. The right column contains a question with two parts, "Part A" and "Part B", and four multiple-choice options labeled (a) through (d). A speaker icon is visible in the bottom right corner of the interface.

Read the story and then answer the questions.

Buddy's Trick

"Look, Buddy is napping on our couch again," Angela said with a note of wonder to her brother, Carlos.

Their neighbors, the Thortons, had a black cat named Buddy. Lately, Buddy kept appearing in the children's house, but they did not know how he managed his mysterious trick.

Gently, Angela scooped up Buddy, and the sociable cat snuggled into her arms like a cozy stuffed animal.

"Buddy's tail has streaks of blue paint on it," Angela noticed. "Dad is painting our house that color. Maybe Dad left a window open and Buddy climbed inside."

"Let's go and check," suggested Carlos. In a flash, he sprinted out of the house, eager to find an answer, but Angela followed slowly. *What if we solve the mystery and end Buddy's visits? I enjoy discovering him,* Angela thought.

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

Part A

Why does the author MOST LIKELY tell the story from the point of view of both Angela and Carlos?

(a) to help the reader learn how to paint basement walls

(b) to help the reader understand the best way to solve a mystery

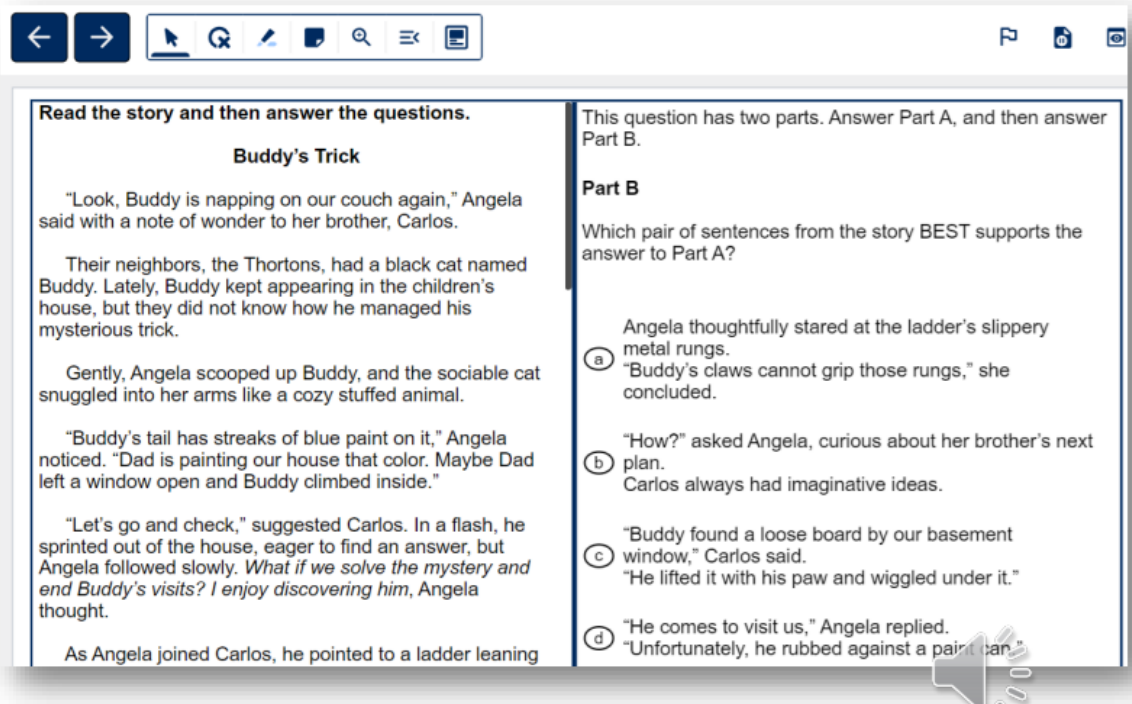
(c) to help the reader understand how Angela and Carlos are different

(d) to help the reader know why Angela and Carlos like Buddy so much

Item Types

Evidence-Based Selected-Response

- In the second part, the student provides evidence from the same text to support the inference or idea.



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Read the story and then answer the questions.

Buddy's Trick

"Look, Buddy is napping on our couch again," Angela said with a note of wonder to her brother, Carlos.

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Gently, Angela scooped up Buddy, and the sociable cat snuggled into her arms like a cozy stuffed animal.

"Buddy's tail has streaks of blue paint on it," Angela noticed. "Dad is painting our house that color. Maybe Dad left a window open and Buddy climbed inside."

"Let's go and check," suggested Carlos. In a flash, he sprinted out of the house, eager to find an answer, but Angela followed slowly. *What if we solve the mystery and end Buddy's visits? I enjoy discovering him,* Angela thought.

As Angela joined Carlos, he pointed to a ladder leaning

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

Part B

Which pair of sentences from the story BEST supports the answer to Part A?

(a) Angela thoughtfully stared at the ladder's slippery metal rungs. "Buddy's claws cannot grip those rungs," she concluded.

(b) "How?" asked Angela, curious about her brother's next plan. Carlos always had imaginative ideas.

(c) "Buddy found a loose board by our basement window," Carlos said. "He lifted it with his paw and wiggled under it."

(d) "He comes to visit us," Angela replied. "Unfortunately, he rubbed against a paint can."

Multi-Selected Response

Question 12



Mrs. Pike has pieces of paper that are different colors. Each piece of paper is a rectangle. The table shows the length and width for the different colors of paper.

Mrs. Pike's Colors of Paper

Color	Width (inches)	Length (inches)
yellow	4	9
white	7	5
brown	10	4
green	6	6
orange	5	8
red	12	3

Select THREE colors of paper that each have an area of 36 square inches.

- (a) yellow
- (b) white
- (c) brown
- (d) green
- (e) orange
- (f) red

Review/End Test

Pause

Flag



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Next

Technology Enhanced - Drag and Drop

Question 5



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.

Review/End Test

Pause

Flag



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Technology Enhanced - Drag and Drop

Question 6



Read the paragraph from a student's informational essay. Move the TWO ideas that BEST develop the topic onto the b lines.



The tropical grasslands of Africa provide a special habitat for many types of animals.

Grasslands, also known as savannas, are large areas covered with many types of long grasses and few trees or bushes. Although the rich plant life of the savanna provides a plentiful food source for animals, the weather can be quite harsh.

The animals that live in the savanna have learned to adapt to these unique conditions.

Some of these animals include elephants, zebras, giraffes, and gazelles.

Millions of people travel to Africa to see the plants and animals of the savanna.

The savanna can have days of pouring rain and months when rain is scarce.

The savannas of Africa have a rainforest on one side and a desert on the other side.

Many animals that thrive in the savanna are herbivores, which means they eat plants.

Technology Enhanced - Drag and Drop

Question 9



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.

Page 1 / 3

Based on the passage, what does the weekly calendar help a student do? Move TWO details into the box that answer this question.

?

-
-

keep track of tasks
learn to play the piano
find missing library books
remember important events
get topics for science projects

Review/End Test

Pause

Flag



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Technology Enhanced - Drag and Drop

Question 14



Move each shape into the column that BEST describes it.

Rhombus	Rectangle	Neither Rhombus nor Rectangle

Review/End Test

Pause

Flag

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Technology Enhanced - Drop-Down

Question 10



A student is writing a report about her favorite vegetable. Read the paragraph from the student's rough draft. Then choose the correct word or phrase from each drop-down menu to connect the ideas in the paragraph.

Celery is a delicious vegetable that is a great source of fiber. Celery is inexpensive to buy at the store and can even be grown in a garden. It is easy to prepare and enjoy celery. , you can cut up sticks of celery and pack them in a bag as part of a lunch or snack. Celery can also be eaten with cheese or peanut butter for a tasty treat that is high in protein. , celery is my favorite snack, and I encourage you to try it.

However

In addition

For these reasons

Review/End Test

Pause

Flag



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Technology Enhanced - Bar Graph

Question 15

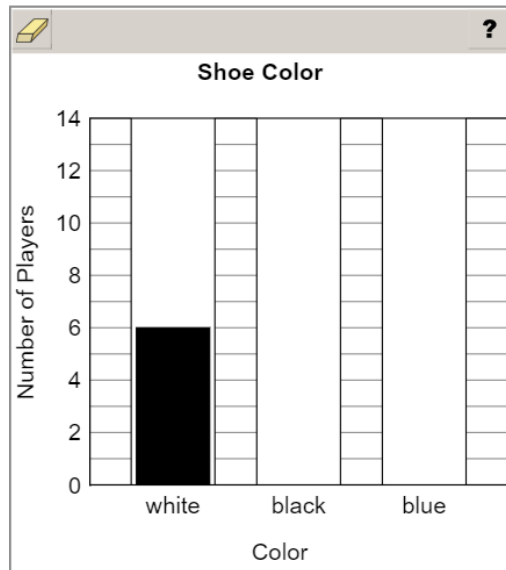


Line Guide



Jorge recorded the shoe color of each of the 12 players on the basketball team. Of the players, 6 wore white shoes, 2 wore black shoes, and the rest wore blue shoes.

Complete the bar graph to display Jorge's information.



Review/End Test

Pause

Flag

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Technology Enhanced - Keypad Input

Question 20



A cake recipe uses $\frac{2}{4}$ cup of butter. A frosting recipe uses $\frac{1}{4}$ cup of butter.

How many cups of butter are used to make both the cake recipe and the frosting recipe?

1	2	3				
4	5	6				
7	8	9				
0	.	$\frac{\square}{\square}$				

Review/End Test

Pause

Flag



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Technology Enhanced - Coordinate Grid

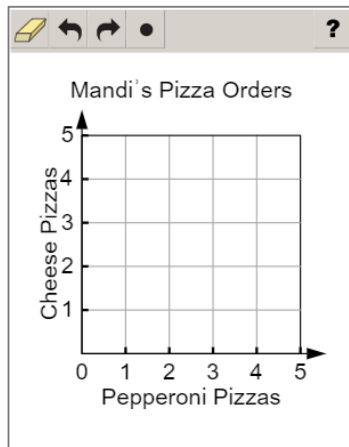
Question 19



Mandi keeps track of the number of pepperoni pizzas and cheese pizzas ordered each hour at her restaurant.

- During the first hour, 4 pepperoni pizzas and 2 cheese pizzas were ordered.
- During the second hour, no pepperoni pizzas and 3 cheese pizzas were ordered.

Plot a point to represent the numbers of pepperoni pizzas and cheese pizzas ordered during the first hour and a point to represent the numbers of pepperoni pizzas and cheese pizzas ordered during the second hour.



Review/End Test

Pause

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Technology Enhanced - Number Line/Line Plot

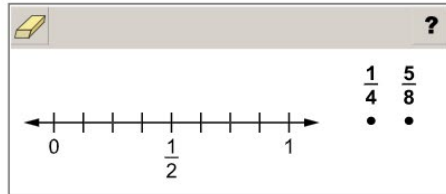
Grades 3-5 Test Practice

Training Student

Question 17



Drag each fraction to its correct place on the number line.



Review/End Test

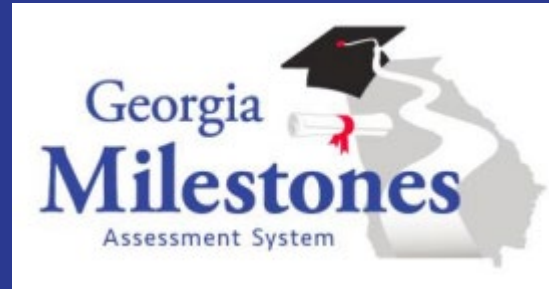
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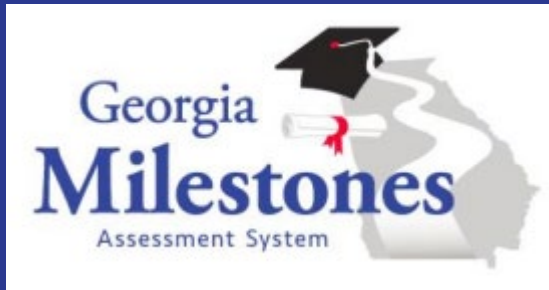
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Questions?



Language Arts Passages



Reading Passages

Across Grades

Informational

Advertisement
Articles
Autobiographies/Biographies
Contracts/Essays/Reports
Government/legal documents

History/Social studies texts
Interviews/Memoirs
Literary nonfiction
Opinion/Editorial piece
Product/service description

Science/Technical texts
Science Investigation
Speeches
Tourism guide
Training manual/user guide

Literary

Drama
Excerpt
Fable
Fantasy

Folktale
Historical Fiction
Legend
Mystery

Myth
Poetry
Realistic/Science Fiction
Short Story

Paired Passage Sets

2 Literary texts

2 Informational texts

1 Literary text and 1 Informational text

Refer to the [Georgia Milestones Resources](#) and review the Study Guides and/or Assessment Guides for sample passages by grade or course.



Percent of Text Types Assessed Across Grades

Reporting Category/Domain	Content Standards Assessed	Approximate % of Reading and Vocabulary Points						
		G3	G4	G5	G6	G7	G8	HS
Passage Type	Reading Standards							
Reading Literary	ELAGSE4RL (1, 2, 3, 4, 5, 6, 7, 9)	60%	60%	50%	50%	44%	44%	40%
	ELAGSE4L (4, 4a, 4b, 4c, 5, 5a, 5b, 5c, 6)							
Reading Informational	ELAGSE4RI (1, 2, 3, 4, 5, 6, 7, 9)	40%	40%	50%	50%	56%	56%	60%
	ELAGSE4I (4, 4a, 4b, 4c, 5, 5a, 5b, 5c, 6)							

Sample Passage Topics

by Grade Band

Grades 3-5

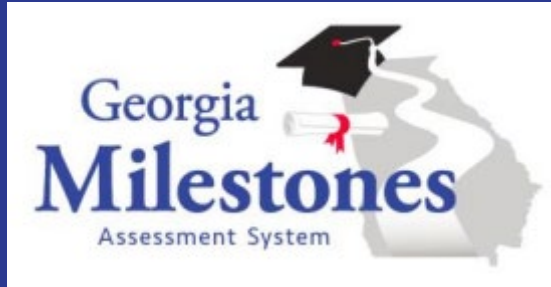
- animals, careers, science, weather
- multicultural, families, school
- inventions, social studies, art

Number of Reading Passages

- Section 1 contains one paired passage set (both informational passages).
- Sections 2 & 3 each contain 3-5 passages, which includes paired passage sets.
- The number of passages in each section will vary based on passage word count.
- When building test forms, every effort is made to divide the passage sets as evenly as possible to ensure a balance of literary and informational texts between the sections.



Language Arts Written Response Items




Three Types of Written Responses

- Extended Constructed Response (4 points)
 - Narrative Writing
 - Embedded within the multiple choice during section 2.
- Constructed Response (2 points)
 - In response to a pair of informational or opinion articles.
 - Administered in section 1 separate from the bulk of the selected responses
- Extended Writing Response (7 points)
 - In response to a pair of informational or opinion articles.
 - Opinion Writing
 - Informational/Explanatory
 - Administered in section 1 separate from the bulk of the selected responses



Extended Constructed Response - Narrative Writing

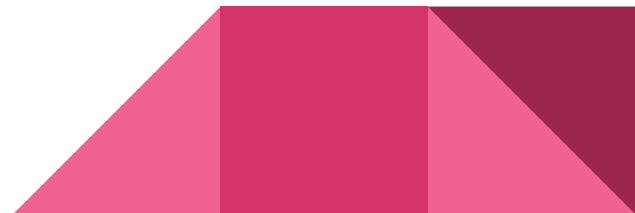
- Students will be expected to write an original short story.
 - Stories will be in response to an existing piece of writing.
 - Fiction
 - Rewrite a part of the story
 - Write an additional part that can be added into the story
 - Write a continuation of the story
 - Non-Fiction
 - Write an original story (fiction) based on the topic from the passage
- 

Extended Constructed Response - Narrative Writing

Four Point Holistic Rubric

The rubric 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.

- **Scored on a 4-point holistic rubric:**
 - 4 = Response is a well-developed narrative
 - 3 = Response is a complete narrative
 - 2 = Response is incomplete or oversimplified
 - 1 = Response provides evidence of an attempt
 - 0 = Condition code



Extended Constructed Response - Narrative Writing

Four Point Holistic Rubric

Points	Criteria
4	<p data-bbox="280 347 1555 423"><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 data-bbox="280 434 1555 980" style="list-style-type: none"><li data-bbox="280 434 1555 472">• Effectively establishes a situation and introduces a narrator and/or characters<li data-bbox="280 478 1555 516">• Organizes an event sequence that unfolds naturally<li data-bbox="280 521 1555 636">• Effectively uses narrative techniques, such as dialogue and description, to develop rich, interesting experiences and events or show the responses of characters to situations<li data-bbox="280 642 1555 723">• Uses a variety of words and phrases consistently to signal the sequence of events<li data-bbox="280 729 1555 811">• Uses concrete words, phrases, and sensory language consistently and effectively to convey experiences and events precisely<li data-bbox="280 816 1555 855">• Provides a conclusion that follows from the narrated experiences or events<li data-bbox="280 860 1555 898">• Integrates ideas and details from source material effectively<li data-bbox="280 904 1555 980">• Has very few or no errors in usage and/or conventions that interfere with meaning*

Extended Constructed Response - Narrative Writing

Provided Passage

Henry's Lesson

Henry was a bad dog, a very bad dog indeed. He dug up flowerbeds, swam in the neighbors' pools, and barked at every car that drove by. Henry was never satisfied. He always wanted more. When his owners took him for a walk, the walk was never long enough. When he went to the park to play with the other dogs, he always demanded to stay longer than everyone else. Henry's owners did everything they could to teach Henry to behave and to be satisfied, but nothing worked. "One day," they told Henry, "you will learn your lesson." *Maybe*, thought Henry, *but that day is not today!*

One morning Henry woke up very hungry. He gobbled his breakfast and wanted more. He went next door to see his friend Tapper. *I hope Tapper has some food to share*, thought Henry, as he peeked inside Tapper's doghouse. To Henry's surprise, instead of Tapper, he found a huge piece of meat sitting in Tapper's bowl. Before he could stop himself, Henry snatched the meat between his teeth and ran away.

Henry didn't want anyone to see him with Tapper's breakfast, so he decided to hide on the other side of the river to eat the stolen meat. Crossing over the bridge, Henry looked down and saw his reflection in the water, as he would if he were looking in a mirror. The dog Henry saw in the river was carrying a piece of meat that seemed much larger than the one he held in his own mouth.

Henry wanted the piece of meat he saw in the water. It was bigger than the one he had, and he was very hungry, after all. Henry tried to grab the larger piece of meat from the river. But, of course, he could not grab the meat; it was only a reflection.

Henry finally gave up and decided to eat the meat he had taken from Tapper. But the meat was gone! He must have dropped it in when he was trying to grab the meat he had seen in the water.

He jumped into the river to search for the meat he had dropped, but he could not find it anywhere. What he found instead was a fish with a very big belly and a huge grin on its face. Henry took one look at the fish and knew where the meat had gone. He couldn't believe what he had done. The fish almost felt sorry for Henry, almost but not quite. He looked at Henry and said, "A bird in the hand is worth two in the bush. That is a good lesson for you to learn, my friend."

In *Henry's Lesson*, Henry is a very bad dog who is never satisfied with anything. Henry learns a lesson when his greed costs him a tasty meal.



Extended Constructed Response - Narrative Writing

Provided Writing Prompt

1. In the story “Henry’s Lesson,” a big fish eats the meat Henry drops into the river. Think about how this event might change the way Henry acts from now on. Write a story about what happens the next day when Henry’s owners take him for a walk in the park.

Use details from the story when writing your own story.

Narrative Writer’s Checklist

Be sure to:

- Develop a real or imagined experience.
- Establish a situation and introduce a narrator and/or characters.
- Organize events in order.
 - Use transitional words and phrases to sequence the events.
- Use dialogue and/or description to:
 - develop events.
 - show how characters respond to situations.
- Use concrete words, phrases, and sensory details to describe the events.
- Include a conclusion.
- Use ideas and/or details from the passage(s).
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.



Student Response

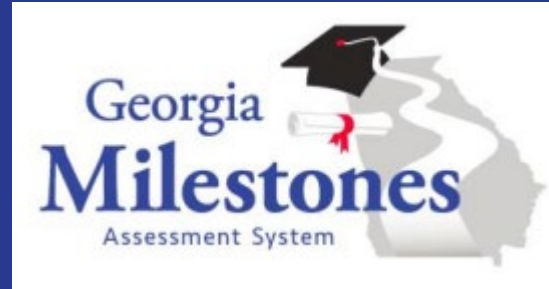
The next day, Henry's owner took him for a walk in the park. To their surprise, Tapper and his owners were there, too. Tapper raced over to Henry and said "Guess what?" "What," Henry answered, but he knew what Tapper was going to say. "Yesterday, I had a big piece of meat in my doghouse for breakfast, but my water was running out so, I went inside to get some more. " Henry asked nervously, "What happened next?" Tapper replied,

"Well, I got some more water, but when I got back in my dog house the meat was gone!" Henry hung his head. "Well, here's the thing, I took your meat because I was really hungry and I went to bury it, but then I saw an even bigger piece of meat in the river but I dropped it in and a fish ate it." He said in one long breath. Tapper was devastated that his friend would steal from him but then said, "You know, you really have to learn to be satisfied with what you already have, but sometimes all you have to do is ask." Henry sighed, "I'm really sorry that neither of us got to have any of that delicious meat." At that moment Tapper pulls out a giant piece of meat, even bigger and juicier than the one lost in the river! He said, "If I share this piece of meat with you, will you promise me that instead of stealing, you will always ask?" Henry wagged his tail. "Yes, yes, I will!" he replied. "You're the best friend a dog could ask for!"


Response Annotation

- The response effectively establishes a situation and introduces characters (The next day, Henry's owner took him for a walk in the park; Tapper and his owners were their, too).
- The response organizes an event sequence that unfolds naturally (Tapper tells Henry about the stolen meat; Henry confesses to taking it; Tapper makes Henry promise to never steal from him again; they share a bigger piece of meat and celebrate their friendship).
- The response effectively uses narrative techniques of dialogue ("Guess what?" "What," Henry answered, but he knew what Tapper was going to say) and description (raced over; asked nervously; said in one long breath; was devastated that his friend would steal from him) to show the responses of characters to situations.
- A variety of phrases are consistently used to signal the sequence of events (To their surprise; but then said; At that moment).
- Sensory language is used consistently and effectively to convey the experiences precisely (a giant piece of meat, even bigger and juicier than the one lost in the river!).
- The conclusion follows the narrated experiences ("If I share this piece of meat with you, will you promise me that instead of stealing" . . . "I will!" he replied. "You're the best friend a dog could ask for!").
- Ideas and details are integrated from the source material effectively ("I saw an even bigger piece of meat in the river but I dropped it in and a fish ate it").
- There are no errors in usage or conventions that have a significant effect on the intended meaning.

Questions?



Language Arts - Section 1

- The bulk of the writing will occur on the first day of testing.
 - Students read two informational or opinion passages and respond to 5 questions based on what they have read.
 - 1 selected response about passage #1
 - 1 selected response about passage #2
 - 1 selected response about BOTH passages
 - 1 constructed response about BOTH passages
 - 1 extended response about BOTH passages
 - All of the questions are designed to support the student in their thinking/planning for the extended response.
- 

Constructed Response

- Should be short!
 - 2-5 sentences
- Should be focused!
 - Answer the question
 - Support your thinking with details from the text(s)



Constructed Response

Question 3



The Northern Red Oak

The northern red oak is a grand looking tree. It can grow as high as 75 feet tall. The fall season brings shorter days and cooler temperatures. Fall also brings changes to the leaves of the northern red oak. Leaves turn from green to shades of yellow, orange, and red, which is an amazing sight. It makes the northern red oak an eye-catching stand out among other trees in the oak family.

In summer, the gray rough branches of the northern red oak grow long and wide. This is the season when branches can become overly long and heavy. 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.

Both the size and the shape of the northern red oak's leaves are especially interesting. It is easy to find leaves that are larger than a man's hand. They often have 8 or more pointed fingers. That makes northern red oak leaves look like large, flattened evergreen trees.

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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.



0/2000

Review/End Test

Pause

Flag



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Scoring 2-point Items

Constructed-Response Items

- Rubrics are item-specific and determined during initial **item development**
- Committees of Georgia educators use the rubric during **rangefinding** to help establish the scoring criteria for each item
- Student responses are **hand-scored** (by human readers) using the rubric and the materials developed during rangefinding


Points	Description
2	The response achieves the following: <ul style="list-style-type: none">• Gives sufficient evidence of the ability to analyze and explain how the viewpoints in the two texts are similar• Includes specific examples/details that make clear reference to the texts• Adequately explains how the viewpoints in the two texts are similar with clearly relevant information based on the texts
1	The response achieves the following: <ul style="list-style-type: none">• Gives limited evidence of the ability to analyze and explain how the viewpoints in the two texts are similar• Includes vague/limited examples/details that make reference to the texts• Explains how the viewpoints in the two texts are similar with vague/limited information based on the texts
0	The response achieves the following: <ul style="list-style-type: none">• Gives no evidence of the ability to analyze and explain how the viewpoints in the two texts are similar

For more information about item development, rangefinding, and scoring, visit our [Test Development](#) webpage.




Extended Writing-Response

Characteristics of the Informational/Explanatory Essay

- The item is worth seven points and aligned to the Writing and Language domains.
 - Informative/Explanatory prompts ask the student to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant information. When students develop their topic, they should use relevant, well-chosen facts, definitions, concrete details, quotations, and other information and examples clearly based on text as a stimulus.
 - Students are presented with two informational texts to read before responding to the writing prompt.
 - Students are expected to respond to BOTH texts
- 

The Extended Writing-Response

Characteristics of the Opinion Essay Item

- The item is worth seven points aligned to the Writing and Language domains.
 - Opinion prompts ask students to respond to a question in a well-developed opinion piece or essay that effectively examines a topic and supports a point of view, with reasons, clearly based on text as a stimulus.
 - Students are presented two informational texts to read before responding to the writing prompt.
 - Students are expected to refer to BOTH texts when writing.
- 

Scoring the Opinion Essay Item

Characteristics Two-Trait Scoring Rubric

The Two-Trait Scoring Rubric

- The two assessed traits are:
 - Trait 1: Idea Development, Organization, and Coherence (DOC).
 - Trait 2: Language, Usage, and Conventions (LUC).
- The two traits have separate scoring scales:
 - Trait 1: DOC score ranges from one to four
 - Trait 2: LUC score ranges from one to three
- Each trait is scored holistically and scores are reported based on standard alignment. DOC contributes to the student's Writing score and LUC contributes to the student's Language score.

Extended Writing Response Item (Essay)


Rubric

- Scored on a two-trait holistic rubric
- The Development, Organization, and Coherence trait is evaluated on a 4-point holistic rubric:
 - 4 = Response is well-developed
 - 3 = Response is complete
 - 2 = Response is incomplete or oversimplified
 - 1 = Response is a weak attempt
 - 0 = Condition code
- The Language Usage and Conventions trait is evaluated on a 3-point holistic rubric:
 - 3 = Demonstrates full command of language usage and conventions
 - 2 = Demonstrates partial command of language usage and conventions
 - 1 = Demonstrates weak command of language usage and conventions
 - 0 = Condition code



Seven-Point, Two-Trait Rubric: Grades 3-5

Writing Trait Description



Georgia Milestones
Assessment System

Georgia Milestones Assessment System
Grade 5
SEVEN-POINT, TWO-TRAIT RUBRIC: TRAIT 1 FOR OPINION GENRE

Trait	Points	Criteria
Idea Development, Organization, and Coherence <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">Effectively introduces a topic and clearly states an opinionCreates an effective organizational structure that logically groups the ideas and reasons to support the writer's purposeEffectively develops the reasons that are supported by facts and detailsUses words, phrases, and clauses effectively to link opinion and reasonsProvides a strong concluding statement or section related to the opinion presented
	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">Introduces a topic and states an opinionProvides some organizational structure to group ideas and reasonsDevelops the topic and supports the opinion with facts and detailsUses some words, phrases, and clauses to link opinion and reasonsProvides a concluding statement or section related to the opinion presented
	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">Attempts to introduce a topic and state an opinionAttempts to provide an organizational structure to group reasons, but structure is inconsistentAttempts to develop the topic and support the opinion with facts and detailsUses few words, phrases, or clauses to link opinion and reasons; connections are not always clearProvides a weak concluding statement or section that may not be related to the opinion
	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">May not introduce a topic or state an opinionMay not have any organizational structure evidentMay not develop the topic or support the opinionMay not use words or phrases to link opinion and reasonsProvides a minimal or no concluding statement or section
	0	<i>The student will receive a condition code for various reasons:</i> <ul style="list-style-type: none">BlankCopiedToo Limited to Score/Illegible/IncomprehensibleNon-English/Foreign LanguageOff Topic/Off Task/Offensive

Trait 1: Idea Development, Organization, and Coherence

This trait examines the writer's ability to effectively **establish a point of view** and to **support the opinion with reasons from the texts read**. The writer must **form an opinion from the texts 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**.



Seven-Point, Two-Trait Rubric: Grades 3-5

Writing Trait Description



Georgia Milestones Assessment System
Grade 5

SEVEN-POINT, TWO-TRAIT RUBRIC: TRAIT 2 FOR OPINION GENRE

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

*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 in the Appendix for those standards that need continued attention beyond the grade in which they were introduced.

Trait 2: Language Usage and Conventions

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.**

ELA READING AND EVIDENCE-BASED WRITING ITEM SET

SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 1 for Opinion Genre

Points	Criteria
4	<p><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></p> <ul style="list-style-type: none">• Effectively introduces a topic and clearly states an opinion• Creates an effective organizational structure to group reasons• Provides clear, relevant reasons to support the opinion• Uses linking words and phrases effectively to connect opinions and reasons• Provides a strong concluding statement or section

Points	Criteria
3	<p><i>The student's response demonstrates full command of language usage and conventions.</i></p> <ul style="list-style-type: none">• Effectively varies sentence patterns for meaning, reader/listener interest, and style• Shows command of language and conventions when writing• Any errors in usage and conventions do not interfere with meaning*

The Extended Writing-Response

Georgia Milestones Assessment Scoring Philosophy



ELA Section 1: Reading and Evidence- Based Writing Item Set



- Students' responses are to be viewed as **first drafts**; ✓
- Students are awarded credit for **what they do well**; and ✓
- Students **are not penalized** for errors unless the errors permeate the response and impact or interfere with overall understanding. ✓

Extended Writing-Response

Presentation within the Platform

Question 4  

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 /


Writing Task

The northern red oak and the live oak are two very different trees.


Think about the ideas in the two passages. Then type an **informational/explanatory essay** explaining how the northern red oak and the live oak are different.

Be sure to use information from BOTH passages in your **informational/explanatory essay**.



Writer's Checklist



Now type your informational/explanatory essay in the space provided below. Select the enlarge button to open the Writer's Checklist and refer to the Checklist as you write and proofread your essay.



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Writer's Checklist

Be sure to:

- Introduce the topic clearly.
- Use information from the two passages so that your piece includes important details.
- Develop the topic in a clear order, with facts, definitions, and details related to the topic.
- Identify the passages by title or number when using details or facts directly from the passages.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages.
- Use linking words to connect ideas.
- Use clear language and vocabulary.
- Have a strong conclusion that supports the information presented.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

Extended Writing-Response: Grade 3

Presentation of the Passages

ELA READING AND EVIDENCE-BASED WRITING ITEM SET

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 your gift by 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, people might think you are selfish. You can show others that you care by remembering their special days and giving them something that you think they will like.

In “The Gift of Giving” the author presents the idea that giving is better than receiving. The author states that giving makes both the giver and receiver feel happy.

ELA READING AND EVIDENCE-BASED WRITING ITEM SET

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.

In “Receiving is Fun” the author presents an opposing idea that receiving is better than giving. The author states that receiving a gift shows the receiver, they are loved. Knowing you are loved by someone else makes a person feel happy.

Extended Writing-Response: Grade 3

Presentation of the 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.

Authentic Student Response

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.

Authentic Student Response

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.

ELAGSE3W1, ELAGSE3L1, ELAGSE3L2

Response Scores:



Idea Development, Organization, and Coherence: 4

Language Usage and Conventions: 3

Scorer's Annotations

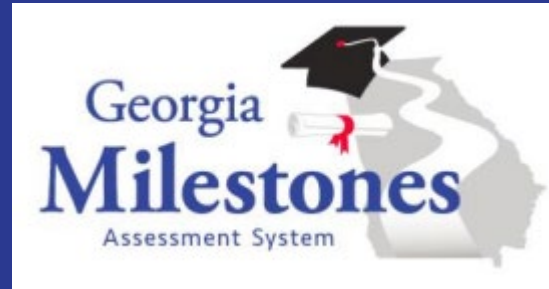
DOC

- The student effectively introduces the topic and clearly states an opinion
- 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
- Linking words are used to connect reasons
- A strong concluding statement is present that summarizes the student's opinion.

LUC

- 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.

Resources



Georgia Department of Education

- Practice Test
 - <http://www.gaexperienceonline.com/>
- Main Website
 - <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-Assessment-System.aspx>
- Fun Skills Practice Websites
 - Splash Learn
 - <https://www.splashlearn.com/>
 - Student Portal Resources
 - Amplify
 - iReady



Questions?

