

# Georgia Milestones Overview

Robert J. Burch Elementary School

March 2023

Maeve Irvin, Assistant Principal

Thank you for participating.

Please

- choose your language
- sign-in using the link in the chat box.

# Georgia Milestones EOG (End of Grade)

## Who

- Grades 3, 4, 5

## When

- Monday, April 24 - Friday, May 12th (Specific Dates on Burch calendar and Eblast)

## What

- Grades 3, 4 - English Language Arts (ELA), Math
  - Grade 5 - English Language Arts (ELA), Math, Science
- 

# Georgia Milestones EOG

## How

- Online using Chromebooks or desktop computers

## Why

- Measure mastery of grade level curriculum
- National norm comparison

Promotion and Retention will be based on local FCBOE rubrics. There will be retesting this year.

ELA - May 23

Math - May 24



# Assessment Schedule

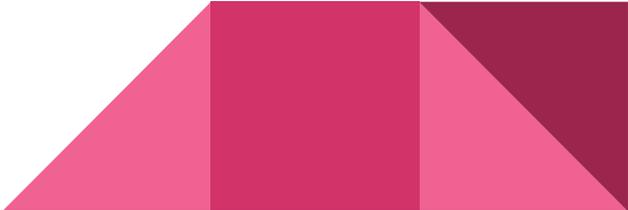
4/24	3rd, 5th ELA 1
4/25	3rd, 5th ELA 2
4/26	3rd, 5th ELA 3
4/27	3rd, 5th Math 1
4/28	3rd, 5th Math 2

5/1	4th ELA 1
5/2	4th ELA 2
5/3	4th ELA 3
5/4	Makeups only
5/5	5th Science 1 & 2

5/8	4th Math 1
5/9	4th Math 2

**Testing sessions will be in the morning. Makeups will be each afternoon**

# Features

- **Curriculum based** questions of **varying difficulty (Depth of Knowledge Levels)**
  - 1 point **selected response (multiple-choice)** items
  - 1 and 2 point **technology-enhanced** items
  - One 2 point open-ended (**constructed-response**) item in **English Language Arts (ELA)**
  - One 4 point narrative (**extended constructed- response**) item in **(ELA)**
  - One 7 point **longer writing piece** in **response** to two reading **passages** in **(ELA)**
  - Online tools available:
    - Highlighter
    - Sticky note
    - Flag items
    - Line guide
    - Cross off tool
  - Students will be given scratch paper
- 

# Scoring Levels

In each content area, students will be scored as

- Level 4: Distinguished Learner - exceeds standards
- Level 3: Proficient Learner - meets standards (goal)
- Level 2: Developing Learner - passing, yet needs support
- Level 1: Beginning Learner - not passing

In addition, students will receive

- **On/below level reading** score
  - *This is what 3rd/5th grade students must meet*
- National percentile score
- Lexile score (reading complexity)



# ELA structure for 3rd- 5th

Description	Number of Items	Number of Points
1-point Selected-Response and Technology-Enhanced Items <sup>1, 2</sup>	37	37
2-point Technology-Enhanced Items <sup>1</sup>	5	10
2-point Constructed-Response Items	1	2
4-point Extended Constructed-Response Items	1	4
7-point Extended Writing-Response Items	1	7
Field Test Items <sup>3</sup>	6	0
<b>Total<sup>4</sup></b>	<b>51</b>	<b>60</b>

<sup>1</sup> **Technology-Enhanced:** Possible variants of the technology-enhanced item types used for ELA include evidence-based selected-response, drag-and-drop, and drop-down.

<sup>2</sup> **1-point Selected-Response and Technology-Enhanced Items:** The ratio of selected-response to technology-enhanced items may vary. The target range of 1-point technology-enhanced items is 0 to 5.

<sup>3</sup> **Field Test Items:** Field test items may include 1-point selected-response, 1-point technology-enhanced, 2-point evidence-based selected-response, 2-point technology-enhanced, and 4-point extended constructed-response items.

<sup>4</sup> **Total:** Of the total 51 items, 45 contribute to the student's ELA score.

- 3rd and 4th 60% Literary and 40% Informational
- 5th 50% Literary and 50% Informational

# ELA Section 1- April 24th- 3rd & 5th May 1st- 4th

Students will be given a maximum of 90 minutes to complete Section 1, which includes the extended writing-response.

- 5 items total
  - Students write an opinion piece or develop an informative/ explanatory response.
  - Students must first read two passages and then respond to 3 multiple-choice items and 1 constructed-response item.
  - The stimulus may be a literary or informational passage or a paired passage set. A paired passage set may consist of two literary passages, two informational passages, or one of each passage type.
  - 2 of the selected-response items will address each of the passages separately.
  - 1 selected-response item and the constructed-response item will address both of the passages together.
  - All three selected response and the constructed-response help with the extended essay and contribute to the Reading and Vocabulary domain.
  - Requires the student to draw from reading experiences when writing an essay response and to cite evidence from the passage(s) to support claims and conclusions in the essay.
- 

# Sections 2-3

**3rd & 5th- April 25th-26th    4th-May 2nd -3rd**

Students may have up to 80 minutes per section to complete Sections 2 and 3.

- 46 questions
- 1 section per day
- Includes multiple choice, 1 and 2 point technology, and a narrative extended constructed response (The narrative writing will not be field tested this year.)
- The narrative writing will take place in section 2. The stimulus used for the narrative extended response may be a literary or informational passage or a paired passage set. A paired passage set may consist of two literary passages, two informational passages, or one of each passage type.



# ELA Technology-Enhanced Examples

Drag & Drop: 2 points

DOK Level: 3

ELA Grade 5 Content Domain: Reading & Vocabulary

ELAGSE5RI3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Based on "The Truth of the Matter," complete the chart to show the comparisons the author makes between the lives of movie cowboys and the lives of real cowboys. Move each phrase under the correct heading in the chart. TWO phrases will not be used.

Lives of Movie Cowboys	Lives of Real Cowboys
<ul style="list-style-type: none"><li>• unconcerned about clothes and horses getting wet</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>• understand the dangers of typhoid</li><li>•</li></ul>

sleep peacefully around the campfire  
use a map to determine location  
cross rivers easily  
keep night watch over animals  
know they might not return to family  
go fishing on days off

*Click To Respond*

# ELA Technology-Enhanced Examples

Drag & Drop: 2 points

DOK Level: 3

ELA Grade 5 Content Domain: Reading & Vocabulary

ELAGSE5RI3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Angela enjoys having the cat as a companion. Move the TWO story details into the box that BEST help the reader make this inference.



The screenshot shows a digital assessment interface. At the top, it states the inference: "Inference: Angela enjoys having the cat as a companion." Below this is a large empty rectangular box with two bullet points, intended for the student to drag and drop two story details. Below the box are four story details, each preceded by a bullet point. At the bottom of the interface is a blue button with the text "Click To Respond".

Inference: Angela enjoys having the cat as a companion.

- 
- 

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

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

"Buddy's claws cannot grip those rungs," she concluded.

"That explains the blue paint," Angela stated.

"If my father agrees, I could watch Buddy until your wife returns."

*Click To Respond*

# ELA Technology-Enhanced Examples

Drag & Drop: 2 points

DOK Level: 3

ELA Grade 5 Content Domain: Reading & Vocabulary

ELAGSE5RI3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

## Item 16

**Drop-Down Technology-Enhanced: 1 point**

Choose the correct word or phrase from each drop-down menu to complete the sentence.

In order to become a member of the team, a player must  agree to follow the rules  attend daily practices.

# ELA Technology-Enhanced Examples

Drag & Drop: 2 points

DOK Level: 3

ELA Grade 5 Content Domain: Reading & Vocabulary

ELAGSE5RI3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

## Item 17

**Drop-Down Technology-Enhanced:** 2 points

Complete the sentences by choosing the correct option from each drop-down menu.

Wearing a helmet when riding a bike may not seem that , it really can prevent injury if you fall. According to research from , wearing a bike helmet reduces the risk of head injury by 85 percent. Each year, thousands of people avoid injury because they wear a helmet. Helmets should be snug when the chin strap is buckled and not be able to move around loosely on the head. People should never ride a bike without the right safety .

# Math

- 2 sections
- **3rd and 5th April 27th-28th**      **4th May 8th -9th**

Description	Number of Items	Number of Points
1-point Selected-Response and Technology-Enhanced Items <sup>1, 2</sup>	42	42
2-point Technology-Enhanced Items <sup>1</sup>	8	16
Field Test Items <sup>3</sup>	5	0
<b>Total<sup>4</sup></b>	<b>55</b>	<b>58</b>

- Students may have up to 65 minutes per section

# Math Technology-Enhanced Examples

## Item 9

Multi-Part Technology-Enhanced: 2 points

### Part A

Which expression represents the calculation “subtract 1 from 7, then divide by 3”?

- A.  $7 - 1 \div 3$
- B.  $3 \div (7 - 1)$
- C.  $(7 - 1) \div 3$
- D.  $7 - (1 \div 3)$

### Part B

Which description is equivalent to  $5 + (4 \times 2)$ ?

- A. add 5 and 4, then multiply by 2
- B. multiply 4 by 2, then add 5
- C. multiply 5 by 2, then add 4
- D. add 4 and 2, then multiply by 5

# Math Technology-Enhanced Examples

## Item 11

**Multi-Select Technology-Enhanced:** 2 points

Greg wants to build a shed to hold his gardening tools. The shed must have a volume of at least 500 cubic feet but no more than 600 cubic feet.

Select **THREE** sets of dimensions that meet Greg's requirements for the volume of a shed.

$$(V = l \times w \times h)$$

- A. 6 feet wide, 9 feet long, 10 feet high
- B. 7 feet wide, 8 feet long, 9 feet high
- C. 10 feet wide, 6 feet long, 8 feet high
- D. 9 feet wide, 9 feet long, 8 feet high
- E. 8 feet wide, 8 feet long, 8 feet high
- F. 9 feet wide, 8 feet long, 6 feet high

# Math Technology- Enhanced Examples

## Item 12

Drag-and-Drop Technology-Enhanced: 2 points

Move each number representation into the column that BEST describes it.

Less Than 12.032	Equal to 12.032	Greater Than 12.032

12.129	12.001
$(1 \times 10) + (2 \times 1) + \left(3 \times \frac{1}{100}\right) + \left(2 \times \frac{1}{1000}\right)$	$(1 \times 10) + (2 \times 1) + \left(3 \times \frac{1}{10}\right) + \left(2 \times \frac{1}{100}\right)$
twelve and thirty-two thousandths	twelve and thirty-eight hundredths



Use a mouse, touchpad, or touchscreen to move the number representations into the columns. Each number representation may be used once.

# Math Technology-Enhanced Examples

## Item 18

Drop-Down Technology-Enhanced: 1 point

Two expressions are shown.

“subtract 2 from 8”

“subtract 2 from 8, then divide by 3”

Use the drop-down menus to compare the values of the two expressions.

The value of the expression “subtract 2 from 8” is  times  the value of the expression “subtract 2 from 8, then divide by 3.”

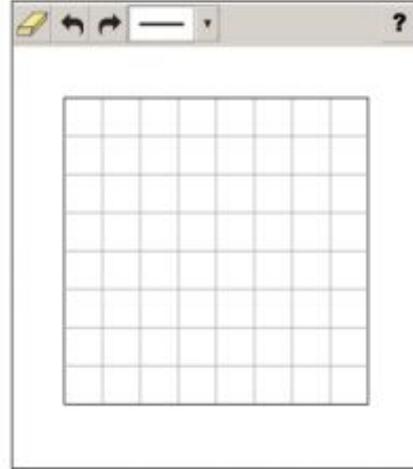
# Math Technology -Enhanced Examples

## Item 14

Coordinate-Graph Technology-Enhanced: 2 points

Jonah draws a shape that has four right angles, two sides with lengths of 3 units, and two sides with lengths of 5 units.

Place line segments on the grid to create a shape that could be Jonah's shape.

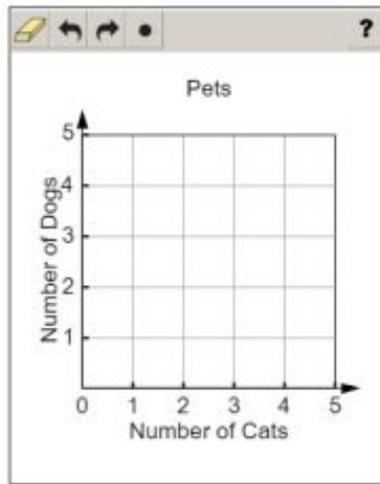


Use a mouse, touchpad, or touchscreen to draw line segments on the grid. At most 4 line segments can be placed.

## Coordinate-Graph Technology-Enhanced: 2 points

Heather has 2 cats and 1 dog as pets. Morgan has 0 cats and 3 dogs as pets.

Plot a point to represent the numbers of cats and dogs that Heather has as pets AND a point to represent the numbers of cats and dogs that Morgan has as pets on the coordinate grid.

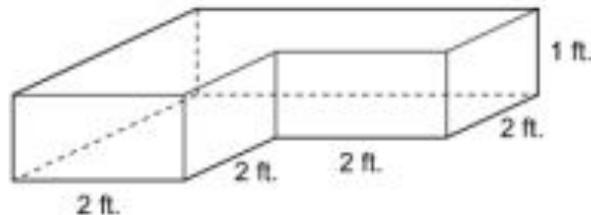


Use a mouse, touchpad, or touchscreen to plot points on the coordinate grid. At most 2 points can be plotted.

# Math Technology -Enhanced Examples

Part A

Ms. Mailee has a fish tank made up of rectangular prisms as shown.



Part A

What is the volume, in cubic feet, of the fish tank?

(Volume = Length  $\times$  Width  $\times$  Height)

Calculator interface showing a keypad with a yellow eraser icon, undo, redo, left arrow, right arrow, and delete icons, and a question mark icon. Below the keypad is a numeric keypad with digits 1-9, 0, a decimal point, and a fraction template icon.

# Math Technology -Enhanced Examples

# Math Technology-Enhanced Examples

**Drag-and-Drop Technology-Enhanced: 2 points**

Move a number into each box to make the two statements true.

 ?

When 60 is multiplied by 10 to the power of , the product is equal to 6,000.

When 8.1 is multiplied by 10 to the power of , the product is equal to 810,000.

1   2   3   4   5   6   7   8   9   10

# Science 5th Only

- 2 sections
- 40 minutes per section
- **1 day - May 5th**

Description	Number of Items	Number of Points
1-point Selected-Response and Technology-Enhanced Items <sup>1, 2</sup>	30	30
2-point Technology-Enhanced Items <sup>1</sup>	8	16
Field Test Items <sup>3</sup>	4	0
<b>Total<sup>4</sup></b>	<b>42</b>	<b>46</b>

# Science Examples

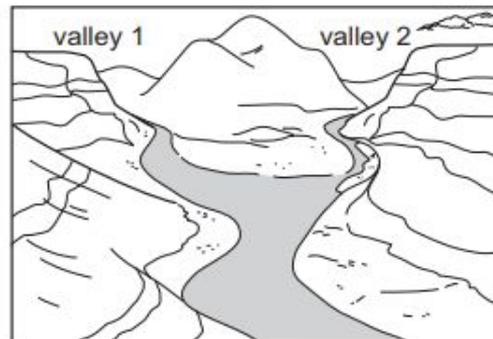
Deposition of sediments can change the depth of a lake over time. A student wants to make a model that shows how this process takes place.

Which model would provide data about changes in the depth of a lake caused by deposition?

- A. Fill a beaker with water. Slowly allow the water to evaporate from the beaker. Measure the change in the depth of the water.
- B. Fill a beaker with water. Slowly drop sand, gravel, and dead plant material into the beaker. Measure the change in the depth of the water.
- C. Fill a plastic box with water. Put a hose in the water on one end of the box and turn the water on to a slow flow. Measure the depth of the water when the box is full.
- D. Fill a plastic box with sand, gravel, and dead plant material. Put a hose in the middle of the box and turn the water on to a slow flow. Measure the depth of the water when the box is full.

The picture shows two steep valleys and two rivers that join together and become one larger river in a wider valley.

# Science Examples



A student claims that both valleys have been formed by the same process over a long period of time.

Which argument **BEST** explains why the student's claim is correct or incorrect?

- A. The student's claim is correct; the evidence in the picture shows that both valleys were formed by the constructive force of deposition because flowing water carries large rocks from far away and drops them along a river, making the banks taller.
- B. The student's claim is correct; the evidence in the picture shows that both valleys were formed by the destructive forces of weathering and erosion because flowing water breaks down rock and carries the small pieces downstream.
- C. The student's claim is not correct; the evidence in the picture shows that valley 1 was formed by the destructive forces of weathering and erosion because flowing water breaks down rock and carries the small pieces downstream, but valley 2 was formed by the constructive force of deposition because flowing water carries large rocks from far away and drops them along a river, making the banks taller.
- D. The student's claim is not correct; the evidence in the picture shows that valley 1 was formed by the constructive force of deposition because flowing water carries large rocks from far away and drops them along a river, making the banks taller, but valley 2 was formed by the destructive forces of weathering and erosion because flowing water breaks down rock and carries the small pieces downstream.

# Science Examples

Multi-Select Technology-Enhanced: 2 points

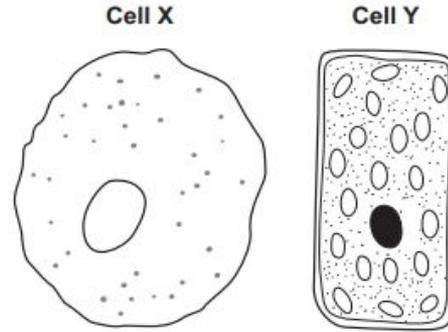
Students are investigating chemical changes that occur in different materials.

Which TWO investigations would provide evidence of a chemical change?

- A. Placing a liquid in a freezer until the liquid becomes a solid would provide evidence of a chemical change because the state of matter changes.
- B. Using a saw to cut a solid into two different pieces would provide evidence of a chemical change because the pieces cannot be put back together.
- C. Using a hot plate to heat a solid until it changes color and releases an odor would provide evidence of a chemical change because the particles cannot be changed back.
- D. Placing two different liquids together in a beaker and observing that a solid forms when they mix would provide evidence of a chemical change because a new material is formed.
- E. Placing a mixture containing a solid and a liquid on a windowsill and letting the liquid evaporate would provide evidence of a chemical change because the evaporated material is lost.
- F. Using a magnet to remove a magnetic solid from a mixture that also contains nonmagnetic solids would provide evidence of a chemical change because the mixture cannot be mixed together again.

# Science Examples

The pictures show the structure of two cells.



## Part A

Which sentence explains why the shape and structure of the two cells are different?

- A. Cell X is shaped like a circle because it is an animal cell, which means it does not have a cell wall, and cell Y is shaped like a rectangle because it is a plant cell, which means it has a cell wall.
- B. Cell X is shaped like a circle because it is a plant cell, which means it does not have a cell wall, and cell Y is shaped like a rectangle because it is an animal cell, which means it has a cell wall.
- C. Cell X is shaped like a circle because it is an animal cell, which means it has a cell membrane, and cell Y is shaped like a rectangle because it is a plant cell, which means it does not have a cell membrane.
- D. Cell X is shaped like a circle because it is a plant cell, which means it has a cell membrane, and cell Y is shaped like a rectangle because it is an animal cell, which means it does not have a cell membrane.

## Part B

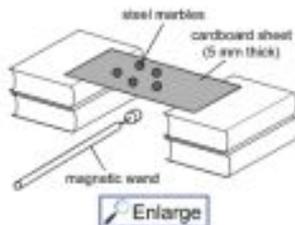
Which sentence describes how the differences between a plant cell and an animal cell can be determined by looking at the parts inside the cell?

- A. Plant cells have a nucleus, but animal cells do not.
- B. Plant cells have chloroplasts, but animal cells do not.
- C. Plant cells do not have a nucleus, but animal cells do.
- D. Plant cells do not have chloroplasts, but animal cells do.

# Science Examples

## Drop-Down Technology-Enhanced: 1 point

A student creates the setup and procedure shown below to investigate the interaction between a magnetic wand and steel marbles through a piece of cardboard that is 5 millimeters (mm) thick. A magnetic wand is a wooden stick with a small magnet attached to the end.



The student has additional materials available to use during the investigation.

- cardboard sheet (10 mm thick)
- iron sheet (5 mm thick)

The student uses the following step to get started.

**step 1:** Slowly move the magnetic wand to different locations under the cardboard to see whether the marbles move with the wand.

Use the drop-down menus to describe which procedure would BEST demonstrate whether different materials affect the magnetic field of a magnetic wand and to predict the result the student should expect.

**step 2:** Replace the 5 mm thick cardboard sheet with the  and repeat step 1. The marbles  follow the magnetic wand because the magnetic field .

# Science Examples

A student is investigating animals and their characteristics. The student uses the information in the table.

Characteristics of Animals	
Animal	Characteristics
Amphibian	<ul style="list-style-type: none"> <li>lives in and out of water</li> <li>has moist skin</li> </ul>
Bird	<ul style="list-style-type: none"> <li>has feathers</li> <li>lives on land</li> </ul>
Fish	<ul style="list-style-type: none"> <li>has scales</li> <li>lives in water</li> </ul>
Mammal	<ul style="list-style-type: none"> <li>has hair</li> <li>lives on land</li> </ul>
Reptile	<ul style="list-style-type: none"> <li>has scales</li> <li>lives on land</li> </ul>

A student makes a model to sort some animals by their characteristics.

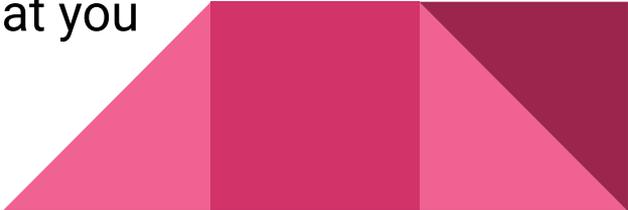
Move characteristics and types of animals into boxes to BEST complete the student's model. Not all characteristics need to be used.



# What you can do now...

- Build reading/concentration stamina
- Read each night, and share your thoughts and questions
- Review homework and previous class work and assessments
- Encourage focus and engagement at school
- Ask deep questions
- Practice typing with **all** fingers - Keyboarding Without Tears
- Review 2022-2023 Study/Resource Guides/Online Tools
  - [Grade 3](#) | [Grade 4](#) | [Grade 5](#) | [Experience Online Testing Georgia](#)

# What you can do during testing...

- Stay calm
  - Good night's sleep
  - Healthy breakfast and lunch with protein
  - Make sure they've taken medicine and have glasses
  - Encourage student to
    - FOCUS
    - EXPECT THE TEST TO BE CHALLENGING
    - TAKE YOUR TIME
    - PUT FORTH BEST EFFORT
    - CHECK YOUR WORK
  - Assure them they are loved, they are smart, and that you believe in them.
- 

# Parent and Student Resources

## Georgia Milestones Parent Q & A

- [Georgia Milestones Parent Q & A](#)
- [Georgia Milestones Parent Q & A \(Spanish\)](#)

## 2022-2023 Study/Resource Guides

- [Grade 3](#)
- [Grade 4](#)
- [Grade 5](#)

## Georgia Milestones Achievement Level Descriptors for Parents

### [Understanding the Georgia Milestones Achievement Levels](#)

- [Grade 3](#)
- [Grade 4](#)
- [Grade 5](#)

