

# Assessment Update: Georgia's Changing Assessment Landscape

## Georgia Milestones Assessment System: Georgia Milestones



Dr. John D. Barge, State School Superintendent  
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[www.gadoe.org](http://www.gadoe.org)

# Georgia Milestones

## Comprehensive

- single program – an assessment system – not series of tests (e.g., CRCT; EOCT; WA)
- formative assessment tools to complement summative\*

## Coherent

- consistent expectations and rigor to position Georgia students to compete with peers nationally and internationally
- consistent signal about student preparedness for the next level, be it the next grade, course, or college/career
- consistent signal about student achievement both within system (across grades and courses) and with external measures (NAEP; PSAT; SAT; ACT)

## Consolidate

- combine reading, language arts, and writing into a single measure to align to the standards



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\*Coming this Fall 2014: Georgia Formative Online Assessment Resource (GOFAR) within the SLDS.

# Coherency – Consistency

## Achievement of Georgia Students in **Reading**

**2013**

- NAEP – Grade 4: 34% at/above proficient
- CRCT – Grade 4: 93% met/exceeded

## Achievement of Georgia Students in **Mathematics**

**2013**

- NAEP – Grade 4: 39% at/above proficient
- CRCT – Grade 4: 84% met/exceeded

## Achievement of Georgia Students in **Science**

**2011 (NAEP) / 2013 (CRCT)**

- NAEP – Grade 8: 30% at/above proficient
- CRCT – Grade 8: 74% met/exceeded (67% in 2011)



# Coherency – Consistency

## Achievement of Georgia Students in Reading

### 2013

- NAEP – Grade 8: 32% at/above proficient
- CRCT – Grade 8: 97% met/exceeded
- 9<sup>th</sup> Grade Literature EOCT: 86% met/exceeded
- American Literature EOCT: 91% met/exceeded
- SAT – Class of 2013: 43% college ready benchmark\*
- ACT – Class of 2013: 43% college ready benchmark\*\*

### 2012

- PSAT – sophomores: 40% on track to be CCR



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\*SAT data represent 71% of Class of 2013  
\*\*ACT data represent 51% of Class of 2013

# Coherency – Consistency

## Achievement of Georgia Students in **Mathematics**

### 2013

- NAEP – Grade 8: 29% at/above proficient
- CRCT – Grade 8: 83% met/exceeded
- Coordinate Algebra EOCT: 37% met/exceeded
- SAT – Class of 2013: 42% college ready benchmark\*
- ACT – Class of 2013: 38% college ready benchmark\*\*

### 2012

- PSAT – sophomores: 37% on track to be CCR



# Georgia Milestones

## Guiding principles stipulate that Georgia Milestones:

- ✓ be sufficiently rigorous to ensure Georgia students are well positioned to compete with other students across the United States and internationally;
- ✓ be intentionally designed across grade levels to send a clear signal of student progress/growth and preparedness for the next level, be it the next grade level, course, or college or career;
- ✓ be accessible to all students, including those with disabilities or limited English proficiency, at all achievement levels;
- ✓ support and inform educator effectiveness initiatives, ensuring items and forms are appropriately sensitive to quality instructional practices; and
- ✓ accelerate the transition to online administration, allowing – over time – for the inclusion of innovative technology-enhanced items.



# Georgia Milestones

- Grades 3 – 8
  - End of Grade (EOG) in language arts, mathematics, science, social studies
- High School
  - End of Course (EOC) in 9<sup>th</sup> Grade Literature & Composition, American Literature & Composition, Coordinate Algebra, Analytic Geometry, Physical Science, Biology, US History, and Economics



# Georgia Milestones

## Features include:

- 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; and
- transition to online administration over time, with online administration considered the primary mode of administration and paper-pencil back-up until transition is completed.





# Georgia Milestones

**Blended: Criterion-Referenced and Norm-Referenced**

Georgia Milestones will provide:

- 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

Note: To provide norm-referenced information, some norm-referenced items may not align to Georgia's content standards. Only aligned NRT items will contribute to proficiency designations.



# Georgia Milestones

## The Georgia Milestones EOG will be designed to:

- ✓ provide a valid measure of student achievement of the state content standards across the full achievement continuum;
- ✓ provide a clear signal of the student's preparedness for the next educational level;
- ✓ allow for detection of the progress made by each student over the course of the academic year;
- ✓ be suitable for use in promotion and retention decisions at grades 3 (reading), 5 (reading and mathematics) and 8 (reading and mathematics)
- ✓ support and inform educator effectiveness measures; and
- ✓ inform state and federal accountability at the school, district, and state levels.



# Georgia Milestones

## The Georgia Milestones EOC will be designed to:

- ✓ provide a valid measure of student achievement of the state content standards across the full achievement continuum;
- ✓ serve as the final exam for the course, contributing 20% to the student's final course grade;
- ✓ provide a clear signal of the student's preparedness for the next course and ultimately post-secondary endeavors (college and careers);
- ✓ allow for detection of the progress made by each student over the course of the academic year;
- ✓ support and inform educator effectiveness measures; and
- ✓ inform state and federal accountability at the school, district, and state levels.

Additional uses of the EOC include: (1) certifying proficiency prior to awarding credit for students enrolling from non-accredited schools, home study programs, or other non-traditional educational centers; and (2) demonstrating competency prior to taking the course and earning course credit (i.e., 'test-out').



# Georgia Milestones

## English Language Arts

[CC Georgia Performance Standards]

- 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.

## Mathematics

[CC Georgia Performance Standards]

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



# Georgia Milestones

## Science

[Georgia Performance Standards]

- 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

## Social Studies

[Georgia Performance Standards]

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



# Georgia Milestones

## Item Types

- **Selected-Response** [aka, multiple-choice]
  - all content areas
  - evidence-based selected response in ELA
- **Constructed-Response**
  - ELA and mathematics
- **Extended-Response**
  - ELA and mathematics

Constructed response is a general term for assessment items that require the student to generate a response as opposed to selecting a response. Extended-response 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.



# Georgia Milestones

## Transition to Online

- Online administration will be the primary mode of administration for Georgia Milestones, with paper/pencil serving as back-up
  - transition will occur over time
- Technology requirements are being finalized and will be posted ASAP
- Administration procedures will be developed
- Online practice center will be available for students



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System Test Coordinators and IT Directors will need to work collaboratively to implement Georgia Milestones.

# Georgia Milestones

## In closing, some reminders:

- New program – new development [not redevelopment]
- Georgia educators will be involved in test design and development
- Georgia Milestones replaces the CRCT, EOCT, and Writing Assessments in grades 3, 5, and 8
  - writing, in response to text, will be assessed as part of the ELA assessment in each grade and course
  - the Georgia High School Writing Test (GHSWT) will be administered and remains a diploma requirement





# Georgia Milestones

## In closing, some reminders:

- CRCT-M (2%) will not continue
- GAA (1%) will continue
- Local scanning will not be continued [constructed-response items require hand scoring]
- Scores will be delayed in year 1 due to technical work and standard setting [implications to be worked through]
- Growth (SGP) will continue

**IMPORTANT:** Remember that TKES and LKES – utilize *growth*, not *achievement*.



# Georgia Milestones

Georgia Milestones represents a significant change and importantly – *an opportunity* – for our state.

This opportunity allows us to *recalibrate*, as a state, and *refocus* on **teaching and learning** as a primary emphasis with assessment and accountability serving a *supporting* role.



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Assessment will work with districts to ensure successful implementation.