


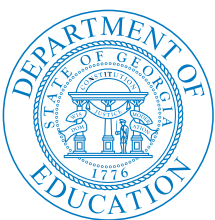
STUDY/ RESOURCE GUIDE

Georgia
Milestones
Assessment System



Study/Resource Guide for Students and Parents

INTRODUCTION AND OVERVIEW



The Study/Resource Guides are intended to serve as a resource for parents and students. They contain practice items for each content area. The standards identified in the Study/Resource Guides address a sampling of the state-mandated content standards.

For the purposes of day-to-day classroom instruction, teachers should consult the wide array of resources that can be found at <https://www.georgiastandards.org/>.

Table of Contents

PURPOSE AND OVERVIEW	3
End-of-Grade Study/Resource Guides	3
END-OF-COURSE STUDY/RESOURCE GUIDES	4
HOW TO PREPARE FOR THE ASSESSMENTS	5
Gather Materials.	5
Create a Study Routine	5
Choose a Study Space.	5
Create a Study Schedule	5
Find a Study Buddy	5
USE THIS GUIDE TO STUDY	6
Prepare To Take the Assessment.	6
Take the Assessment	6
OVERVIEW OF THE ASSESSMENTS	7
Selected-Response Items	7
Technology-Enhanced Items	7
English Language Arts	8
Mathematics	8
Science and Social Studies	9
Practice Answering Technology-Enhanced Items Online	9
CONSTRUCTED-RESPONSE ITEMS (ELA ONLY)	10
Extended Constructed-Response Items (ELA Only)	10
Extended Writing-Response Items (ELA Only)	10
DEPTH OF KNOWLEDGE DESCRIPTORS	12

PURPOSE AND OVERVIEW

This study/resource guide was designed as a tool for students and parents to understand more about the Georgia Milestones Assessment and how to prepare students to participate in a Milestones Assessment. Each grade, content area, and course that has a Georgia Milestones Assessment also has a Study/Resource Guide that you can access, which provides further information such as sample test items.

The standards and additional instructional resources can be found on the Georgia Department of Education website: <https://www.georgiastandards.org/>.

END-OF-GRADE STUDY/RESOURCE GUIDES

The End-of-Grade (EOG) study/resource guides contain sample items to give you an idea of what test items look like on the Georgia Milestones and what the EOG assessment covers. These sample items are fully explained and will tell you why each answer is either correct or incorrect.

The EOG assessments are as follows:

English Language Arts

- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8

Mathematics

- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8

Science

- Grade 5
- Grade 8
- High School Physical Science for Grade 8 students

Social Studies

- Grade 8

END-OF-COURSE STUDY/RESOURCE GUIDES

The End-of-Course (EOC) study/resource guides contain information about the core content ideas and skills that are covered in the courses. There are practice sample items for every unit. The items are fully explained and describe why each answer is either correct or incorrect.

The EOC assessments serve as the final exam in certain courses:

English Language Arts

- American Literature and Composition

Mathematics

- Algebra: Concepts and Connections

Science

- Biology

Social Studies

- United States History

All EOC assessments accomplish the following:

- Ensure that students are learning
- Count as part of the course grade
- Provide data to teachers, schools, and school districts
- Identify instructional needs and help plan how to meet those needs
- Provide data for use in Georgia's accountability measures and reports

HOW TO PREPARE FOR THE ASSESSMENTS

Proper preparation will help you do your best. Let's get started!

GATHER MATERIALS

- Study/resource guide for the grade and content or course you are preparing for
- Pen or pencil
- Highlighter
- Paper
- Calculator*
- Classroom notebooks
- Textbooks

CREATE A STUDY ROUTINE

Choose a Study Space

- Find a comfortable place to sit.
- Use good lighting.
- Focus on studying. Avoid distractions such as TV, games, and phones.

Create a Study Schedule

- Set aside some time after school.
- Set a goal—how long are you going to study?
- Remember—you cannot do this all at one time.
- Study a little at a time every day.
- Plan your studying and schedule your time.

Find a Study Buddy

- Work with a friend, sibling, parent—anyone who can help!
- Ask questions—it is better to ask now and get answers.
- Make sure you know what you need to do—read the directions before you start.
- Ask your teacher if you need help.

* Calculator use is only allowed for the following assessments: Math grades 6, 7, and 8; Algebra: Concepts and Connections; and High School Physical Science.

USE THIS GUIDE TO STUDY

- First, preview the entire guide. Learn what is discussed and where to find helpful information.
- Start reading with a pencil or a highlighter in your hand and sticky notes nearby.
- Mark the important ideas, the things you might want to come back to, or the explanations you have questions about. On that last point, your teacher is your best resource.
- You will find some key ideas and important tips to help you prepare for the test.
- You will learn about the different types of items on the test.
- When you come to the sample items, don't just read them, *do* them. Think about strategies you can use for finding the correct answer. Then read the analysis of the item to check your work. The reasoning behind the correct answer is explained for you. It will help you see any faulty reasoning in items you may have missed.
- For constructed-response items, you will be directed to a rubric, or scoring guide, so you can see what is expected. The rubrics provide guidance on how students earn score points, including criteria for how to earn partial credit for these items. Always do your best on these items. Even if you do not know all of the information, you can get partial credit for your responses.
- With the Depth of Knowledge (DOK) information, you can gauge just how complex the item is. You will see that some items ask you to recall information and others ask you to infer or go beyond simple recall. The assessment will require various levels of thinking.

PREPARE TO TAKE THE ASSESSMENT

- Get plenty of rest and eat right. Take care of your body, and your mind will do the rest.
- If you are worried about a test, don't be. Talk with a teacher, parent, or friend about what is expected of you.
- Review the things you have learned all year long. Feel good about it.
- Remember that a test is just one look at what you know. Your class work, projects, and other tests will also show your teachers how much you have learned throughout the year.

TAKE THE ASSESSMENT

- Read each item and all of the answer choices carefully.
- Be neat—use scratch paper.
- Check your work.
- Try your best!

OVERVIEW OF THE ASSESSMENTS

One way to help yourself prepare for the assessment is to be aware of the different types of items you will have to respond to on the test.

Below is a list of the types of items used in each assessment.

English Language Arts

- Selected-response items
- Technology-enhanced items
- Constructed-response items
- Extended constructed-response items
- Extended writing-response items

Mathematics, Science, and Social Studies

- Selected-response items
- Technology-enhanced items

SELECTED-RESPONSE ITEMS


A selected-response item, sometimes called a multiple-choice item, is a question, problem, or statement that is followed by four answer choices. These items are worth one point. When you answer a selected-response item, keep the following in mind:

- There is only ONE correct answer, so read EACH answer choice carefully.
- Eliminate the answers that you know are wrong.
- Look for the answer that is the BEST choice.

TECHNOLOGY-ENHANCED ITEMS

A technology-enhanced (TE) item has a question, problem, or statement. These types of items are worth one or two points. Partial credit may be awarded on two-point items if you select some but not all of the correct answers or if you get one part of the item correct but not the other part. Make sure that you read the directions for each item carefully and eliminate answers you know are wrong.

Since some TE items in the study/resource guides were designed to be used in an online, interactive-delivery format, some of the item-level directions will not appear to be applicable when working within the format presented in these documents (for example, “Move the descriptions onto the lines of the paragraph” or “Click To Respond”).

This icon  identifies special directions that will help you answer technology-enhanced items as shown in the format presented within the study/resource guides. These directions do not appear in the online version of the test but explain information about how the item works that would be easily identifiable if you were completing the item in an online environment.

The different content areas assess various skills using the TE items. A description of the type of TE item used by each content area follows.

English Language Arts

- In Evidence-Based Selected-Response (EBSR) items, the items have more than one part and are used only to test reading comprehension of passages. You will need to provide an answer in each part. If you respond correctly to both parts of the EBSR item, you will receive two points. Partial credit may be awarded when you answer the first part correctly.
- In drag-and-drop items, you will be asked to use a mouse, touchpad, or touchscreen to move responses to designated areas on the screen.
- In drop-down menu items, you will be asked to use a mouse, touchpad, or touchscreen to open a drop-down menu and select an option from the menu. A drop-down menu item may have multiple drop-down menus.

Mathematics

- In multi-select items, you will be asked to select more than one correct answer.
- In multi-part items, the items will have more than one part. You will need to provide an answer in each part.
- In drag-and-drop items, you will be asked to use a mouse, touchpad, or touchscreen to move responses to designated areas on the screen.
- In drop-down menu items, you will be asked to use a mouse, touchpad, or touchscreen to open a drop-down menu and select an option from the menu. A drop-down item may have multiple drop-down menus.
- In keypad-input items, you will be asked to use a mouse, the physical keyboard, or the pop-up keyboard on a touchscreen to enter a number, expression, or equation into an answer box.
- In coordinate-graph items, you will be asked to use a mouse, touchpad, or touchscreen to draw lines and/or plot points on a coordinate grid on the screen.
- In line-plot items, you will be asked to use a mouse, touchpad, or touchscreen to place Xs above a number line to create a line plot.
- In bar-graph items, you will be asked to use a mouse, touchpad, or touchscreen to select the height of each bar to create a bar graph.
- In number-line items, you will be asked to use a mouse, touchpad, or touchscreen to plot a point and/or represent inequalities.

Science and Social Studies

- In multi-select items, you will be asked to select more than one correct answer.
- In multi-part items, the items will have more than one part. You will need to provide an answer in each part.
- In drag-and-drop items, you will be asked to use a mouse, touchpad, or touchscreen to move responses to designated areas on the screen.
- In drop-down menu items, you will be asked to use a mouse, touchpad, or touchscreen to open a drop-down menu and select an option from the menu. A drop-down menu item may have multiple drop-down menus.

Practice Answering Technology-Enhanced Items Online

To practice using TE items in an online environment very similar to how they will appear on the online test, visit “Experience Online Testing Georgia.”

Please note that Google Chrome is the only supported browser for this public version of the online testing environment.

EOG Directions

1. Go to the website “Welcome to Experience Online Testing Georgia” (<http://gaexperienceonline.com/>).
2. Select “Test Practice.”
3. On the right side of the page, you will see “End-of-Grade (EOG) Spring Main.” Select “Online Tools Training” which appears underneath it.
4. Select “EOG Test Practice.”
5. Select “Technology Enhanced Items.”
6. Select “All Grades.”
7. You will be taken to a login screen. Use the username and password provided on the screen to log in and practice navigating technology-enhanced items online.

EOC Directions

1. Go to the website “Welcome to Experience Online Testing Georgia” (<http://gaexperienceonline.com/>).
2. Select “Test Practice.”
3. Under “End-of-Course (EOC) All Assessments,” select “Online Tools Training.”
4. Select “EOC Test Practice.”
5. Select “Technology Enhanced Items.”
6. You will be taken to a login screen. Use the username and password provided on the screen to log in and practice navigating technology-enhanced items online.

CONSTRUCTED-RESPONSE ITEMS (ELA ONLY)

A constructed-response item asks a question, and you provide a response that you construct on your own. There are no answer choices. You must write your answer on the answer document or type your answer into the online test. These items are worth two points. Partial credit may be awarded if part of the response is appropriate based upon the prompt and the rubric.

Strategies for Answering Constructed-Response Items

- Read the question or prompt carefully.
- Think about what the question is asking you to do.
- Go back to the passage or passages and find details, examples, or reasons that help support and explain your response.
- Reread your response and be sure you have answered all parts of the question.
- Be sure that the evidence you have chosen from the text supports your answer.
- Your response will be scored based on the accuracy of your response and how well you have supported your answer with details and other evidence.

EXTENDED CONSTRUCTED-RESPONSE ITEMS (ELA ONLY)

Extended constructed-response items are similar to the constructed-response items. Sometimes they have more than one part or they require a longer, more detailed answer. On the ELA assessments, you will respond to a narrative prompt based on a passage you have read, and the response will be scored according to the rubric for the prompt. These items are worth four points. Partial credit may be awarded if part of the response is appropriate based upon the prompt and the rubric.

EXTENDED WRITING-RESPONSE ITEMS (ELA ONLY)

The extended writing-response item is located in section one of the ELA assessment. You will be asked to read two passages and then write an essay in response to a prompt. You will be scored on how well you answer the question and the quality of your writing.

You are expected to develop either an opinion/argumentative essay or an informative/explanatory essay based on the information in the passages. There are three selected-response items and one two-point constructed-response item to help focus your thoughts on the passages and to prepare you for the actual writing task. The extended writing-response task is scored on a 7-point scale: 4 points for idea development, organization, and coherence, and 3 points for language usage and conventions.

Your score will be based on criteria such as development (including the use of passage-based examples), organization, clarity, transitions, precise language, sentence structure, usage, grammar, and punctuation.

When you write your essay, be sure to

- organize your ideas clearly;
- use correct grammar, punctuation, and spelling; and
- support your answer with evidence from the text.

DEPTH OF KNOWLEDGE DESCRIPTORS

Items found on the Georgia Milestones EOG and EOC assessments are developed with a particular emphasis on the kinds of thinking required to answer questions. In current educational terms, this is referred to as Depth of Knowledge (DOK). DOK is measured on a scale of 1 to 4 and refers to the level of cognitive demand (different kinds of thinking) required to complete a task, or in this case, an assessment item.

As you go from Level 1 to Level 4, the questions get more and more challenging. They take more thinking and reasoning to answer. You may have experienced these types of questions in your classroom as your teachers find ways to challenge you each day.

A Level 1 item may not require as much thinking as a Level 4 item—but that does not mean it’s easy.

A Level 4 item may have more than one part or ask you to write something.

Here is some information to help you understand just what a DOK level really is.

Level 1 (Recall of Information)

- Identify, list, or define something.
- Questions may start with *who*, *what*, *when*, and *where*.
- Recall facts, terms, or identify information.

Level 2 (Basic Reasoning)

- Think about things—it is more than just remembering something.
- Describe or explain something.
- Answer the questions “how” or “why.”

Level 3 (Complex Reasoning)

- Go beyond explaining or describing “how and why.”
- Explain or justify your answers.
- Give reasons and evidence for your response.
- Make connections and explain a concept or a “big idea.”

Level 4 (Extended Reasoning)

- Complex thinking required!
- Plan, investigate, or apply a deeper understanding.
- These items will take more time to write.
- Connect and relate ideas.
- Show evidence by doing a task, creating a product, or writing a response.

The following table shows the expectations of the four DOK levels in greater detail. The DOK table lists the skills addressed in each level as well as common question cues. These question cues not only demonstrate how well you understand each skill but also relate to the expectations that are part of the state standards.

Depth of Knowledge

Level 1—Recall of Information	
<p>Level 1 asks you to identify, list, or define. You may be asked to recall <i>who</i>, <i>what</i>, <i>when</i>, and <i>where</i>. You may also be asked to recall facts and terms or identify information in documents, quotations, maps, charts, tables, graphs, or illustrations. Items that ask you to “describe” and/or “explain” could be Level 1 or Level 2. A Level 1 item requires that you just recall, recite, or repeat information.</p>	
Skills Demonstrated	Question Cues
<ul style="list-style-type: none"> ● Make observations ● Recall information ● Recognize formulas, properties, patterns, processes ● Know vocabulary, definitions ● Know basic concepts ● Perform one-step processes ● Translate from one representation to another ● Identify relationships 	<ul style="list-style-type: none"> ● Tell who, what, when, or where ● Find ● List ● Define ● Identify; label; name ● Choose; select ● Compute; estimate ● Express as ● Read from data displays ● Order

Level 2—Basic Reasoning	
<p>Level 2 includes some thinking that goes beyond recalling or repeating a response. A Level 2 “describe” and/or “explain” item would require that you go beyond a description or explanation of information to describe and/or explain a result or “how” or “why.”</p>	
Skills Demonstrated	Question Cues
<ul style="list-style-type: none"> ● Apply learned information to abstract and real-life situations ● Use methods, concepts, and theories in abstract and real-life situations ● Perform multi-step processes ● Solve problems using required skills or knowledge (requires more than habitual response) ● Make a decision about how to proceed ● Identify and organize components of a whole ● Extend patterns ● Identify/describe cause and effect ● Make basic inferences or logical predictions from data or text ● Interpret facts ● Compare or contrast simple concepts/ideas 	<ul style="list-style-type: none"> ● Apply ● Calculate; solve ● Complete ● Describe ● Explain how; demonstrate ● Construct data displays ● Construct; draw ● Analyze ● Extend ● Connect ● Classify ● Arrange ● Compare; contrast ● Predict

Level 3—Complex Reasoning

Level 3 requires reasoning, using evidence, and thinking on a higher level than Level 1 and Level 2. You will go beyond explaining or describing “how and why” to justifying the “how and why” through reasons and evidence. Level 3 items often involve making connections across time and place to explain a concept or a “big idea.”

Skills Demonstrated	Question Cues
<ul style="list-style-type: none"> ● Solve an open-ended problem with more than one correct answer ● Create a pattern ● Generalize from given facts ● Relate knowledge from several sources ● Draw conclusions ● Translate knowledge into new contexts ● Compare and discriminate between ideas ● Assess value of methods, concepts, theories, processes, and formulas ● Make choices based on a reasoned argument ● Verify the value of evidence, information, numbers, and data 	<ul style="list-style-type: none"> ● Plan; prepare ● Create; design ● Ask “what if?” questions ● Generalize ● Justify; explain why; support; convince ● Assess ● Rank; grade ● Test; judge ● Recommend ● Select ● Conclude

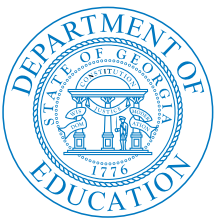
Level 4—Extended Reasoning

Level 4 requires the complex reasoning of Level 3 with the addition of planning, investigating, applying deeper understanding, and/or developing that will require a longer period of time. You may be asked to connect and relate ideas and concepts *within* the content area or *among* content areas in order to be at this highest level. The Level 4 items would be a show of evidence—through a task, a product, or an extended response—that the higher level demands have been met.

Skills Demonstrated	Question Cues
<ul style="list-style-type: none"> ● Analyze and synthesize information from multiple sources ● Examine and explain alternative perspectives across a variety of sources ● Describe and illustrate how common themes are found across texts from different cultures ● Apply mathematical models to illuminate a problem or situation ● Design a mathematical model to inform and solve a practical or abstract situation ● Combine and synthesize ideas into new concepts 	<ul style="list-style-type: none"> ● Design ● Connect ● Synthesize ● Apply concepts ● Critique ● Analyze ● Create ● Prove

END OF INTRODUCTION AND OVERVIEW

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Introduction and Overview**