

Morningside ES Parent University

**GEORGIA MILESTONES
ONLINE TESTING PROGRAM**

Georgia Milestones

Content Assessed



Richard Woods,
Georgia's School Superintendent
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EOG

Grades 3-8

- English Language Arts
- Mathematics

Grades 5 & 8

- Science (*)
- Social Studies (*)

(*) will assess Gr. 5 and 8 content standards only

SB 364 impact

Georgia Milestones

Achievement Levels



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- **Beginning Learners** do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students ***need substantial academic support*** to be prepared for the next grade level or course and to be on track for college and career readiness.
- **Developing Learners** demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students ***need additional academic support*** to ensure success in the next grade level or course and to be on track for college and career readiness.
- **Proficient Learners** demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students ***are prepared*** for the next grade level or course and are on track for college and career readiness.
- **Distinguished Learners** demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students ***are well prepared*** for the next grade level or course and are well prepared for college and career readiness.

Georgia Milestones

District Testing Calendar



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2019 Spring Milestones Schedule

	Monday, April 29	Tuesday, April 30	Wednesday, May 1	Thursday, May 2	Friday, May 3
3rd Grade			ELA Section 1	ELA Sections 2 & 3	Makeup Day
4th Grade					
5th Grade			ELA Section 2	ELA Sections 2 & 3	Makeup Day
	Monday, May 6	Tuesday, May 7	Wednesday, May 8	Thursday, May 9	Friday, May 10
3rd Grade	Mathematics Section 1	Mathematics Section 2	Makeup Day		
4th Grade				ELA Section 1	ELA Sections 2 & 3
5th Grade	Mathematics Section 1	Mathematics Section 2	Makeup Day	Science	Social Studies
	Monday, May 13	Tuesday, May 14	Wednesday, May 15	Thursday, May 16	Friday, May 17
3rd Grade					
4th Grade	Mathematics Section 1	Mathematics Section 2	Makeup Day		
5th Grade					

Administration Sequence for ELA and Math



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ELA	Sections
Day 1	Reading and Evidence-Based Writing Section 1
Day 2	Sections 2 and 3

Math	Sections
Day 1	Section 1
Day 2	Section 2

Administration Times



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Content Area/Course	Test Section(s)	Minimum Time Per Section(s)	Maximum Time Per Section(s)
English Language Arts	Section 1 (Reading & Evidence Based Writing)	70	90
English Language Arts	Sections 2 & 3	60	85
Mathematics	1 and 2	60	85
Science	1 and 2	45	70
Social Studies	1 and 2	45	70

Note: These maximum time limits do not apply to those students who have the accommodation of extended time.

Georgia Milestones Test Construction



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Content Area and Number of Sections	Selected Response	Constructed Response (2 points)	Extended Constructed Response (4 points)	Extended Writing Response (7 points)	Technology Enhanced (Evidence Based, Multiple Part/Select Items) (2 points)
English Language Arts (3)	✓	✓	✓	✓	✓
Mathematics (2)	✓	✓	✓		✓*#
Science (2)	✓				✓*
Social Studies (2)	✓				✓*

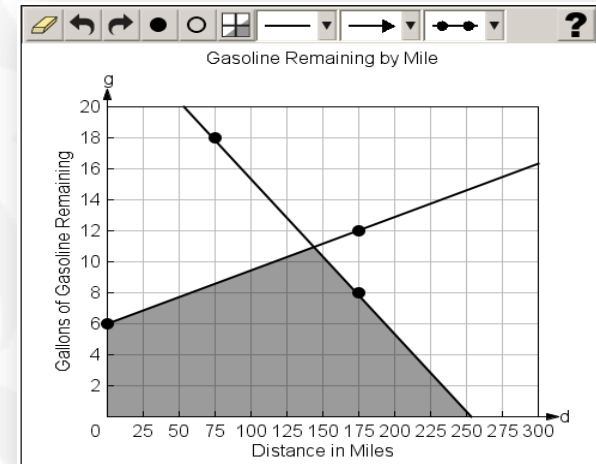
* Drag & Drop
Graphing

Georgia Milestones Test Construction



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- **New for 2018-2019:** Two new types of technology-enhanced items will be field-tested.
 - Graphing (mathematics)
 - Allows students to graph and label points and lines and shade regions
 - Allows students to demonstrate depth of understanding and ability through performance on math tasks
 - Drag and drop (mathematics, science, social studies)
 - Response choices (such as numbers, words, or phrases) can be moved and placed in another location (such as a chart or map)
 - Allows students to demonstrate depth of understanding by identifying, classifying, comparing, or organizing information



Each number below can be classified as a factor of 18 only, a factor of 24 only, or as a factor of both 18 and 24.

[2] [3] [6] [9] [12]

Directions: Drag each number to the correct location on the chart below.

A factor of 18 only	A factor of both 18 and 24	A factor of 24 only

Technology Enhanced Items



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- Benefits
 - Provides scaffolding for multi-step responses
 - Meets demands of new standards for analysis
 - Provides evidence of close reading/mathematical processes
 - Drives deeper instruction
- TE items in all subject areas

Georgia Department of Education

Georgia Milestones

Technology Enhanced Items

ELA: Evidence-Based Selected Response (EBSR)

- A two-part multiple-choice item that requires students to complete both parts
 - First part answers inferential or key concept question related to text. Includes one correct response.
 - Second part is evidence from the text used to support the inference or idea. May include one or more correct response(s).
- Provides opportunity for increased cognitive rigor.
- Students support key ideas and concepts with textual evidence.

2-point score value with opportunity for partial credit

Part A and B must be correct to receive 2 points.

If only A is correct, student receives 1 point.

If only B is correct, student receives 0 points.

Evidence-Based Selected Response Student View Page 1



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Mystery Club

by Maurissa Guibord

As the school bus rumbled toward home, Marisa thought about the reasons she didn't want to go to Penmark School. First of all, she'd had to leave all her friends in California to come to Maine. Second, her family needed to move two weeks after the school year started so that Mom could start her new job at the medical center. And third? Well, Marisa couldn't think of a third, but she figured those two were enough for her first day.

As the school bus rumbled toward home, Marisa thought about the reasons she didn't want to go to Penmark School. First of all, she'd had to leave all her friends in California to come to Maine. Second, her family needed to move two weeks after the school year started so that Mom could start her new job at the medical center. And third? Well, Marisa couldn't think of a third, but she figured those two were enough for her first day.

Marisa stared out at the fields rolling by. She sighed and reached into her backpack. At least she had a good mystery to read. But she hadn't even read a whole sentence from her book before a voice next to her made her jump.

"Hey, I've read that one. It's great."

Marisa turned to see a girl in a fuzzy purple sweater. "I'm Shelly," said the girl, and she grinned so hard her gums showed.

Marisa felt herself smiling back. "I'm Marisa," she said. "We have the same homeroom, right?"

This question has two parts. Answer Part One and then answer Part Two.

Part One

What is the central theme of the passage?

- ☐ a Friendship starts as a mystery.
- ☐ b Moving makes it difficult to develop friendships.
- ☐ c Friendship begins with having things in common.
- ☐ d Reading books together creates friendship.

Evidence-Based Selected Response Student View Page 2



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Mystery Club

by Maurissa Guibord

As the school bus rumbled toward home, Marisa thought about the reasons she didn't want to go to Penmark School. First of all, she'd had to leave all her friends in California to come to Maine. Second, her family needed to move two weeks after the school year started so that Mom could start her new job at the medical center. And third? Well, Marisa couldn't think of a third, but she figured those two were enough for her first day.

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Marisa stared out at the fields rolling by. She sighed and reached into her backpack. At least she had a good mystery to read. But she hadn't even read a whole sentence from her book before a voice next to her made her jump.

"Hey, I've read that one. It's great."

Marisa turned to see a girl in a fuzzy purple sweater. "I'm Shelly," said the girl, and she grinned so hard her gums showed.

Marisa felt herself smiling back. "I'm Marisa," she said. "We have the same homeroom, right?"

This question has two parts. Answer Part One and then answer Part Two.

Part Two

Which **two** details from the passage support the answer in Part One? Choose **two** answers.

- ☐ a " 'Hey, I've read that one. It's great.' "
- ☐ b " 'Don't tell me how it ends!' "
- ☐ c "At least she had a good mystery to read."
- ☐ d " 'We have the same homeroom, right?' "
- ☐ e "Finally she clouded up the mirror in one corner."

ELA Reading & Evidence-Based Writing Section



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- This section requires students to read two reading passages and answer a series of questions - **3 selected response items, a 2-point constructed response item, and a 7-point extended writing response item.**
- Students will have 70-90 minutes to complete this section

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ELA Reading and Evidence-Based Writing Section



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3 Selected-Response Items

2-point Constructed Response Item

- The left side of the screen with the Passages and the right side of the screen with the Writing Task and response box function independently.
- Students can refer to either passage and the Writing Task while typing a response.

This section of this test assesses your skill to comprehend reading passages and use information from the passages to write an informational / explanatory essay.

Before you begin typing your essay, you will read two passages and answer three multiple-choice and one short-constructed response question about what you have read.

As you read the passages, think about details you may use in an informational / explanatory essay about the northern red oak and the live oak tree. The informational / explanatory essay will be the final writing task in this section.


These are the titles of the passages you will read:

1. The Northern Red Oak
2. The Hardy Live Oak

Read the first passage.

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.



New features – undo, redo, cut, copy, paste

Page 1 / 5

0/2000

Review/End Test Pause Flag

Back Next

ELA Reading and Evidence-Based Writing Section



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7-point two-trait extended writing item.

4 points for Idea Development, Organization, and Coherence

3 points for Language Usage and Conventions

SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 1 for Informational/Explanatory Genre

Writing Trait	Score	Description
Idea Development, Organization, and Coherence <i>This trait examines the writer's ability to effectively establish a controlling idea and to support the idea with evidence from the text(s) read and to elaborate on the idea with examples, illustrations, facts, and other details in order. The writer must integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence from text that they have read) in order to create cohesion for an informative/explanatory essay.</i>	4	<p><i>The student's response is a well-developed informative/explanatory text that examines a topic in depth and conveys ideas and information clearly based on text as a stimulus.</i></p> <ul style="list-style-type: none"> Effectively introduces a topic Groups related ideas together to give some organization to the writing Effectively develops the topic with multiple facts, definitions, and details Effectively uses linking words and phrases to connect ideas within categories of information Provides a strong concluding statement or section
	3	<p><i>The student's response is a complete informative/explanatory text that examines a topic and presents information based on a text as a stimulus.</i></p> <ul style="list-style-type: none"> Introduces a topic Develops the topic with some facts, definitions, and details Groups some related ideas together to give partial organization to the writing Uses some linking words to connect ideas within categories of information, but relationships may not always be clear Provides a concluding statement or section
	2	<p><i>The student's response is an incomplete or oversimplified informative/explanatory text that cursorily examines a topic based on a text as a stimulus.</i></p> <ul style="list-style-type: none"> Attempts to introduce a topic Attempts to develop a topic with too few details, but not all of these are supported or relevant to the topic Ineffectively groups some related ideas together Uses few linking words to connect ideas, but not all ideas are well connected to the topic Provides a weak concluding statement or section
	1	<p><i>The student's response is a weak attempt to write an informative/explanatory text that examines a topic based on a text as a stimulus.</i></p> <ul style="list-style-type: none"> May not introduce a topic or topic is unclear May not develop a topic May be too brief to group any related ideas together May not use any linking words to connect ideas Provides a minimal or no concluding statement or section
	0	<p><i>The student's response is flawed for various reasons:</i></p> <ul style="list-style-type: none"> Blank Copied Too Limited to Score/Illegible/Incomprehensible Non-English/Foreign Language Off Topic/Off Task/Offensive

SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 2 for Informational/Explanatory Genre

Writing Trait	Score	Description
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	<p><i>The student's response demonstrates full command of language usage and conventions.</i></p> <ul style="list-style-type: none"> Has clear and complete sentence structure, with appropriate range and variety Shows knowledge of language and its conventions when writing Any errors in usage and conventions do not interfere with meaning
	2	<p><i>The student's response demonstrates partial command of language usage and conventions.</i></p> <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	<p><i>The student's response demonstrates weak command of language usage and conventions.</i></p> <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	<p><i>The student's response is flawed for various reasons:</i></p> <ul style="list-style-type: none"> Blank Copied Too Limited to Score/Illegible/Incomprehensible Non-English/Foreign Language Off Topic/Off Task/Offensive

ELA Reading & Evidence-Based Writing Section

High School Test Practice

Question 5



Section 1 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 ways in which libraries are adapting and changing in the 21st century. The informational / explanatory essay will be the final writing task in this section.

These are the titles of the passages you will read:

1. A...
2. Tak...

Read

Turning pages requires clicking on the left or right side of the ELA Passage

Page 1 / 6

Review/End Test

Pause

Flag

Options



Back

Next

Writing Task

People of all ages can engage with more books and information that interest them than they have in the past. This is partially a result of the changes happening in libraries around the world.

Type an informational/explanatory essay in your own words explaining some ways in which libraries are adapting and changing in the 21st century.

Be sure to use evidence from BOTH texts in your informational/explanatory essay.

Writer's Checklist

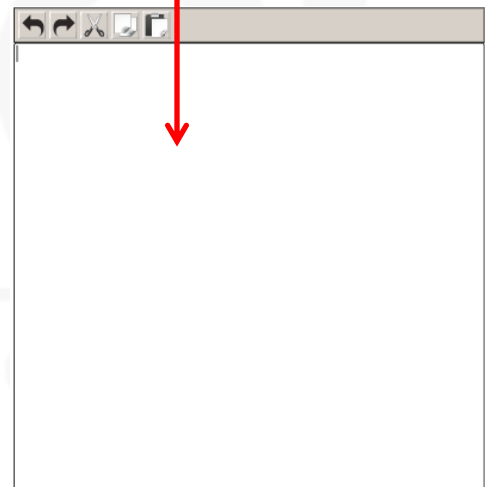
Enlarge

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.

The Extended Writing Task is displayed on right side of the screen.

Click "Enlarge" to see the Writer's Checklist.

Scroll down on right to view the student response section.



Mathematics: Constructed Response



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A list of the ages of several giant tortoises, in years, is shown.

18, 27, 34, 52, 55, 59, 61, 68, 78, 82, 85, 87, 91, 93, 100

Part A What is the number of observations in these data?
Type your answer in the space provided.

EQ

0 / 1000

Part B The total number of years represented by all the tortoises' ages is 990. What is the difference between the mean and median ages of the tortoises in the list? Type your answer in the space provided.

EQ

0 / 1000

Technology Enhanced Items

Multiple-Select Items (All content)



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- Allows for more than one correct answer.
- There are five or six options listed.
- Number of selections are limited to the number of correct responses.
- Provides students with the opportunity to show fluency and/or multiple representations.
- 2 points for all correct or 1 point for a specific combination(s).

Example of a Multiple-Select Item



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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

Example of Two-Part Item



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Use the following information to answer the questions.

U.S. Census Information for Selected States in 1790

State	Number of Citizens	Number of Enslaved Persons	Population Represented in Congress
Georgia	53,294	29,254	70,846
Massachusetts	378,787	None	378,787
Virginia	454,973	292,637	630,555

Part A

How did the Three-Fifths Compromise affect the 1790 census results?

- ☐ (a) Citizens in each state were counted as three-fifths of a person.
- ☐ (b) Enslaved persons in each state were counted as three-fifths of a person.
- ☐ (c) Only three-fifths of the citizens in each state were eligible to vote in elections.
- ☐ (d) Only three-fifths of enslaved peoples in each state were eligible to vote in elections.

Part B

Which statement describes an immediate impact of the 1790 Census information shown in the table?

- ☐ (a) Southern states gained more influence in the House of Representatives.
- ☐ (b) Slavery was declared unconstitutional and outlawed in the United States.
- ☐ (c) Enslaved persons in the South earned the right to participate in the electoral process.
- ☐ (d) Northern and Southern states went to the Supreme Court to contest the Census data.

Examples of Graphing Items

(Math only)

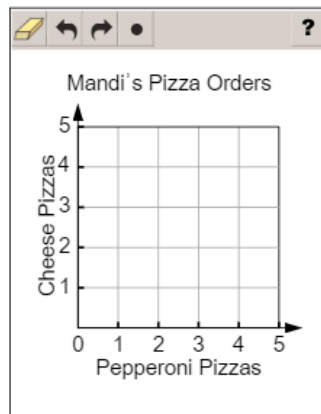


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Mandi keeps track of the number of pepperoni pizzas and cheese pizzas ordered each hour at her restaurant.

- 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.

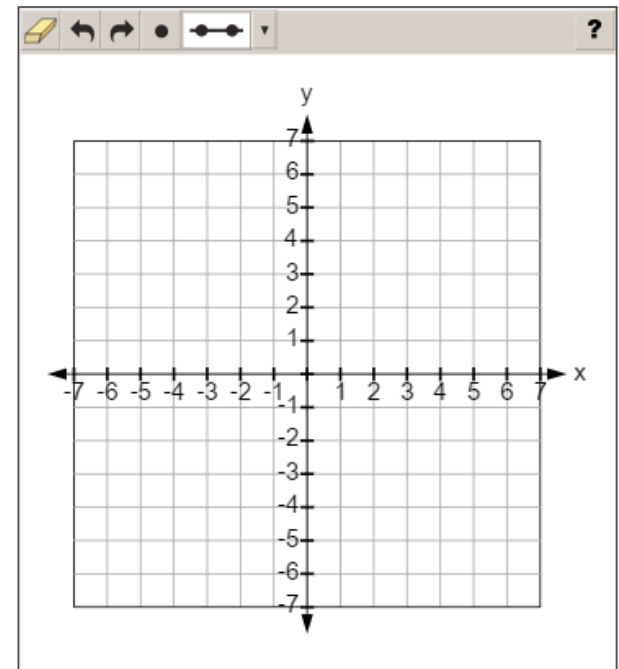


A system of equations is shown.

$$y = \frac{4}{3}x - 2$$

$$y = -\frac{2}{3}x + 4$$

Graph the system of equations to show its solution.



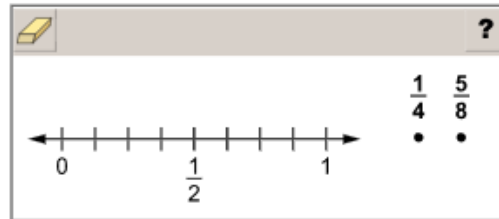
Examples of Drag and Drop Items

(Math, Science, and Social Studies)



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



Henry Ford's assembly line increased productivity in factories. Complete the diagram by moving and placing three correct statements into the box to describe how the assembly line increased productivity.

Henry Ford's assembly line was introduced. → [] → More consumers purchased cars.

The cost of cars decreased.

Workers were less efficient.

Cars were created faster.

Workers' jobs changed throughout the day.

Cars became more fuel efficient.

Workers' skills became more specialized.


Test Blueprints

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-Test-Blueprints.aspx>



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[gadoe.org](http://www.gadoe.org)

- Domains/Reporting Categories
- Associated content standards
- Approximate percentage and number of points allocated to each domain
- Types of items
- Number of items
- Number of points possible

 Georgia Milestones Assessment System Grade 3 English/Language Arts: Georgia Standards of Excellence DOMAIN STRUCTURES AND CONTENT WEIGHTS			
Item Types: Selected Response Evidence-Based Selected Response Constructed Response Extended Response: Narrative Genre Extended Writing Response: Opinion or Informational/Explanatory Genre			
Total Number of Items = 43 Total Number of Points = 55			
Reporting Category	Standards Assessed	Approximate % of Test	Approximate # of Points
Reading and Vocabulary	ELAGSE3.RI (1, 2, 3, 4, 5, 6, 7, 8, 9)	53%	29 points
	ELAGSE3.RL (1, 2, 3, 4, 5, 6, 7, 9)		
	ELAGSE3.L (4, 4a, 4b, 4c, 4d, 5, 5c)		
Writing and Language	ELAGSE3.W (1, 1a, 1b, 1c, 1d, 2, 2a, 2b, 2c, 2d, 3, 3a, 3b, 3c, 3d, 4, 7, 8)	47%	26 points
	ELAGSE3.L (1, 1a, 1b, 1c, 1d, 1e, 1f, 1g, 1h, 1i, 2, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 3, 3a)		

Study/Resource Guides for Students and Parents



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These guides include:

- Description of test format and organization
- Content measures
- Types of items
- Example items by DOK
- Content description/Key terms
- Additional sample items and keys
- Scoring rubrics and exemplar responses
- Writing rubrics (ELA)
- EOG - <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/EOG-Study-Resource-Guides.aspx>
- EOC - <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/EOC-Study-Resource-Guides.aspx>

Georgia Milestones Resources

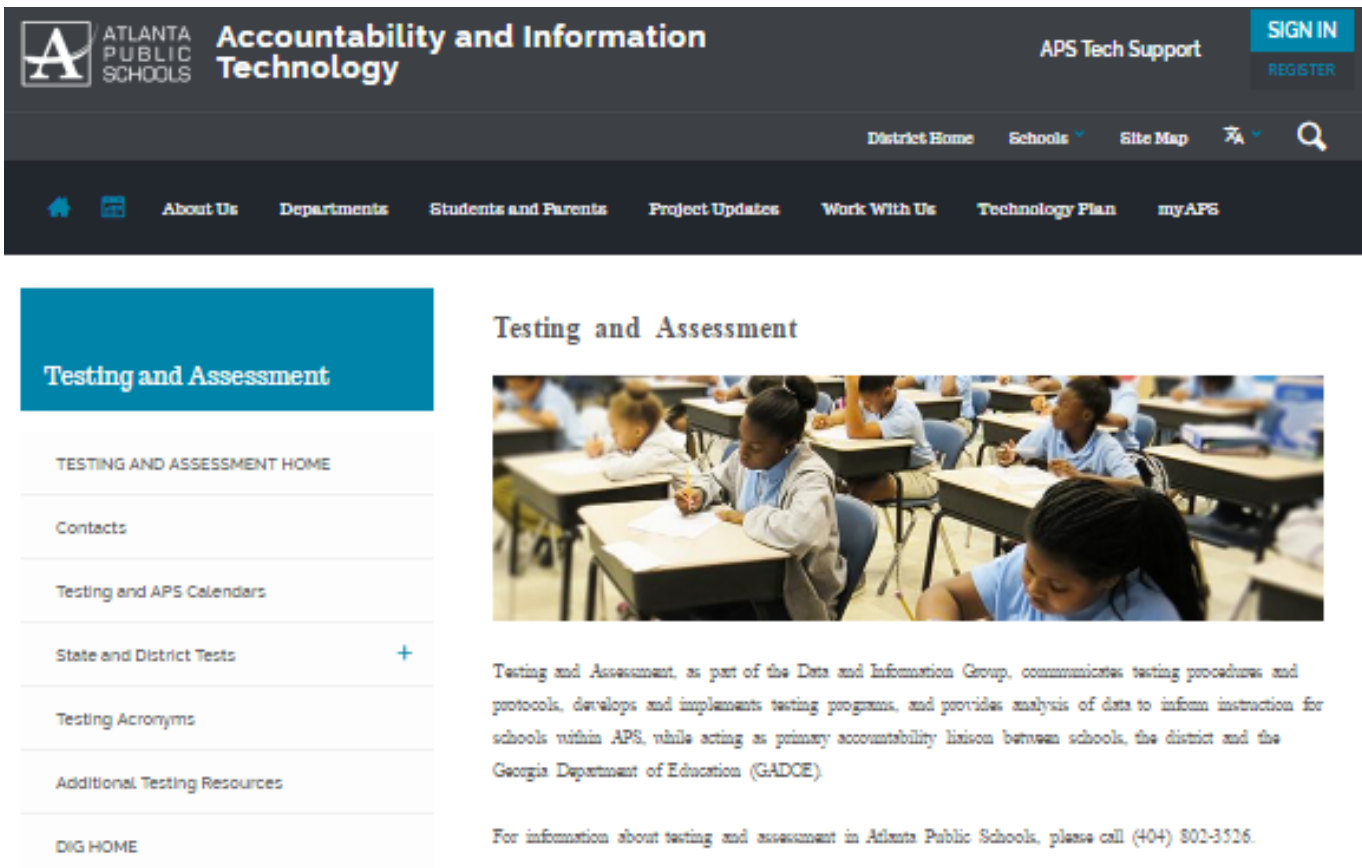
- Visit the Georgia Department of Education website for a variety of helpful resources.

Georgia DOE Milestones Resources

- <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-Assessment-System.aspx>



Testing & Assessment



The screenshot shows the top navigation bar of the Atlanta Public Schools website. The header includes the APS logo, the text "Accountability and Information Technology", "APS Tech Support", and links for "SIGN IN" and "REGISTER". Below this is a secondary navigation bar with links for "District Home", "Schools", "Site Map", and a search icon. A third navigation bar contains links for "About Us", "Departments", "Students and Parents", "Project Updates", "Work With Us", "Technology Plan", and "myAPS".

The main content area is titled "Testing and Assessment" and features a sidebar on the left with the following links: "TESTING AND ASSESSMENT HOME", "Contacts", "Testing and APS Calendars", "State and District Tests" (with a plus icon), "Testing Acronyms", "Additional Testing Resources", and "DIG HOME".

The main content area includes a photograph of students in a classroom and a paragraph of text: "Testing and Assessment, as part of the Data and Information Group, communicates testing procedures and protocols, develops and implements testing programs, and provides analysis of data to inform instruction for schools within APS, while acting as primary accountability liaison between schools, the district and the Georgia Department of Education (GADOE)."

At the bottom of the main content area, there is a line of text: "For information about testing and assessment in Atlanta Public Schools, please call (404) 802-3526."

Visit us on the APS website. Homepage > Departments > Testing

<http://www.atlanta.k12.ga.us/Page/48242>

Experience Online Testing



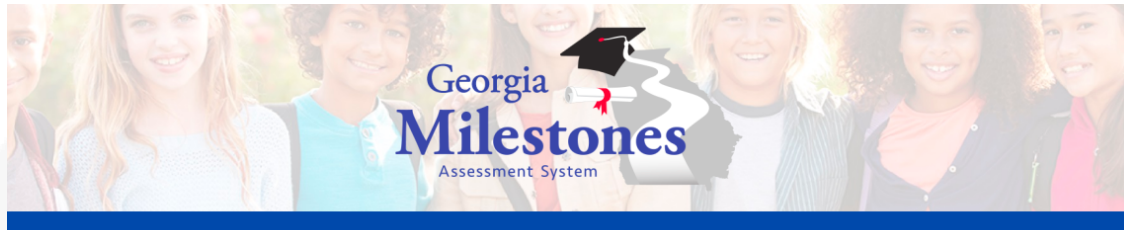
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- www.gaexperienceonline.com
- This practice site lets students see what testing online is like. Parents and educators are welcome to try it too. The items on the demonstration tests are general and are organized into three grade bands: Grades 3 – 5, Grades 6 – 8, and High School in the content areas of English Language Arts, Mathematics, Science, and Social Studies. The items do not necessarily represent the specific grade-level content that students learn daily in their classrooms.
- The primary purpose is to let students experience, firsthand, the functionality of the online testing platform. The sample tests are not graded.
- Google Chrome is the only supported browser for this public version of the DRC INSIGHT test engine – it will not work on Chrome smartphone browsers.

Accessing www.gaexperienceonline.com



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Welcome to Experience Online Testing Georgia!

This practice site lets students see what testing online is like. Parents and educators are welcome to try it too. The items on the demonstration tests are general and are organized into three grade bands: Grades 3 – 5, Grades 6 – 8, and High School in the content areas of English Language Arts, Mathematics, Science, and Social Studies. The items do not necessarily represent the specific grade-level content that students learn daily in their classrooms. The primary purpose is to let students experience, firsthand, the functionality of the online testing platform. The sample tests are not graded, so have fun!



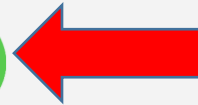
Documentation



Tutorial



Test Practice



EOG Online Tools Training: Grades 3 - 8

Georgia Milestones Assessment System	
END-OF-COURSE (EOC) ALL ASSESSMENTS	END-OF-GRADE (EOG) SPRING MAIN
Online Tools Training	Online Tools Training
SECURE PRACTICE TEST WITH RESPONSE TRANSMISSION	END-OF-GRADE (EOG) SUMMER RETEST
Online Tools Training	Online Tools Training

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Georgia
Milestones
Assessment System

EOG Test Practice

Georgia
Milestones
Assessment System

Students with the
Read-Aloud
accommodation will
want to select Audio

EOG Test Practice
Standard Online Tools
Audio, Masking, Color Contrast and Color Chooser
Video Sign Language (VSL)
Technology Enhanced Items

Georgia
Milestones
Assessment System

EOG Test Practice
Standard Online Tools
Grades 3-5
Grades 6-8
Audio, Masking, Color Contrast and Color Chooser
Video Sign Language (VSL)
Technology Enhanced Items

Georgia
Milestones
Assessment System

Type the username
Georgia35 or
Georgia68 and
password Training

Sign in with the following Username and Password.

Username: Georgia35
Password: Training

Username: Sign In
Password:





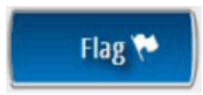




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ONLINE TOOLS

AVAILABLE TO ALL STUDENTS

<http://gaexperienceonline.com/>

TOOL	ICON	CONTENT AREA	
Periodic Table		Science	MS/HS
Reference/Formula Sheet		Math, Science	MS/HS
Highlighter		ALL	
Sticky Note		ALL	
Flag		ALL	
Line Guide		ALL	
Online Calculator		Mathematics; Science; Economics	MS/HS
Graphing Tool		Mathematics only	MS/HS
Cross-off Tool		ALL	

ONLINE TOOLS

EOG 3-5 EXPERIENCE

<http://gaexperienceonline.com/>

Question Number	Content Area	Question Type	Tool/Feature
1	ELA	SR	Flip Pages, Line Guide
2	ELA	SR	Highlight, Flag
3	ELA	SR	Cross Off
4	ELA	CR	Characters, Word processing features
5	ELA	EWR	Characters, Writer's Checklist, Sticky Note
6	ELA	SR	Magnifier
7	ELA	CR	Characters
8	ELA	SR/SR - MP	Flag
9	ELA	CR	
10	Math	SR	Pause
11	Math	CR/CR - MP	
12	Math	SR/MS - MP	Selecting/Deselecting
13	Math	MS	
14	Math	SR/SR - MP	
15	Math	MS/SR - MP	
16	Math	DD	
17	Math	G	
18	Math	G	
19	Math	G	
20	Math	G/G - MP	
21	Math	G	
22	Science	SR	
23	Science	SR	
24	Science	SR/SR - MP	
25	Science	DD/DD - MP	
26	Social Studies	SR	
27	Social Studies	SR	
28	Social Studies	MS	
29	Social Studies	DD	

Features

Question Select - Top Left

Review/End Test

End Test, Submit

Question Types

SR = Selected Response (multiple choice, choose one of four options)

CR = Constructed Response (two or four point rubric)

EWR = Extended Writing Response (seven point rubric)

MP = Multi-Part (contains Part A and Part B)

MS = Multi Select (choose two/three of five/six options)

DD = Drag and Drop

G = Graphing