



ATLANTA
PUBLIC
SCHOOLS

APS GA Milestones Assessment Landscape 2016-2017

TRANSITION TO ONLINE TESTING
PARENT PROGRAM

EOG Administration Schedule

SPRING 2017 Grades 3-5

[illegible]

Georgia Milestones

Content Assessed



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Georgia's School Superintendent
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EOG

Grades 5 & 8

- English Language Arts
- Mathematics
- Science (*)
- Social Studies (*)

Grades 3, 4, 6, and 7

- English Language Arts
- Mathematics

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

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 Items) (2 points)
English Language Arts (3)	✓	✓	✓	✓	✓
Mathematics (2)	✓	✓	✓		✓
Science (2)	✓				
Social Studies (2)	✓				



Georgia Milestones Blueprints



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3rd Grade English/Language Arts

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

Reading & Vocabulary - 53% of the test

Writing & Language – 47% of the test

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3rd Grade Mathematics

Item Types:

- Selected Response
- Multiple-Select and/or Multiple-Part Selected Response
- Constructed Response
- Extended Constructed Response

Total Number of Items = 52

Total Number of Points = 58

Operations & Algebraic Thinking – 25% of the test

Number & Operations – 35% of the test

Measurement and data – 30% of the test

Geometry – 10% of the test

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4th Grade English/Language Arts

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

Reading & Vocabulary - 53% of the test

Writing & Language – 47% of the test

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4th Grade Mathematics

Item Types:

- Selected Response
- Multiple-Select and/or Multiple-Part Selected Response
- Constructed Response
- Extended Constructed Response

Total Number of Items = 52

Total Number of Points = 58

Operations & Algebraic Thinking – 20% of the test

Number & Operations in Base 10 – 20% of the test

Number & Operations – Fractions – 30% of the test

Measurement & Data – 20% of the test

Geometry – 10% of the test



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5th Grade English/Language Arts

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

Reading & Vocabulary - 53% of the test

Writing & Language – 47% of the test

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5th Grade Mathematics

Item Types:

- Selected Response
- Multiple-Select and/or Multiple-Part Selected Response
- Constructed Response
- Extended Constructed Response

Total Number of Items = 52

Total Number of Points = 58

Operations & Algebraic Thinking – 10% of the test

Number & Operations in Base 10 – 25% of the test

Number & Operations, Fractions – 30% of the test

Measurement & Data – 20% of the test

Geometry – 15% of the test

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5th Grade Science

Item Type:

- Selected Response

Total Number of Items = 55

Total Number of Points = 55

Earth Science – 30 % of the test

Physical Science – 30 % of the test

Life Science – 40 % of the test

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Item Type:

- Selected Response

Total Number of Items = 55

Total Number of Points = 55

History – 50% of the test

Geography – 15% of the test

Government/Civics – 20% of the test

Economics – 15% of the test

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	1 (Reading & Evidence-Based Writing)	70	90
English Language Arts	2 and 3	60	75
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.

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.' "



Mathematics

Multiple-Select Item



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Select the THREE rational numbers whose decimal form will terminate in 0s.

(a) $\frac{1}{3}$

(b) $\frac{3}{4}$

(c) $\frac{3}{5}$

(d) $\frac{5}{6}$

(e) $\frac{5}{7}$

(f) $\frac{5}{8}$

2 points for all correct or
1 point for a specific
combination(s).



Mathematics: Two-Part Items



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The number of pages in each of 3 books is shown in the table below.

Books	
Book	Pages
A	157
B	208
C	127

Part A Which expression is closest to the total number of pages in the 3 books?

- ☐ (a) $100 + 200 + 100$
- ☐ (b) $200 + 200 + 100$
- ☐ (c) $200 + 200 + 200$
- ☐ (d) $200 + 300 + 200$

Part B What is the total number of pages in the 3 books?

- ☐ (a) 472
- ☐ (b) 482
- ☐ (c) 492
- ☐ (d) 502

**Multiple-choice
or multiple-select**

**The student
receives 1 point
for each part**



ELA Reading and Evidence-Based Writing Section



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3 Selected-Response Items

1.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
2.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
3.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D

A 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.

A New Twist on Libraries	
<p>Anyone walking into the new public library on the south side of San Antonio, Texas, can do many of the usual things, including check out titles, grab a few movies, do some online surfing, and scan the new releases. The one thing patrons cannot do in this library is flip through, skim, read, and take home actual books. Why? Patrons cannot touch the books because San Antonio's BiblioTech is a library that does not contain a single book on a single shelf. BiblioTech is the nation's first—but unlikely its last—completely book-free, digital public library.</p> <p>Instead of rows of gray metal shelves with books arranged in order of author's last name or Dewey decimal code, patrons of BiblioTech are met with rows of tablets and e-readers. Instead of checking out titles, readers either download titles to their own digital devices or check out the library's devices with nothing more than a card. Children can even take home e-readers that have been preloaded with more than one hundred titles just for their particular age group's abilities and interests. For those patrons who would rather sit in the library and read, dozens of desktop computers are accessible.</p> <p>Page 2 / 6</p>	<p>Which author MOST successfully develops the topic according to his or her purpose using valid reasoning and relevant evidence?</p> <p>Use evidence from BOTH texts to support your answer. Type your answer to the short-constructed response in the space provided.</p> <div style="border: 1px solid black; height: 150px; width: 100%;"></div> <p>0/1500</p>

Review/End Test Pause Flag Options ◀ ▶ ◀ ▶

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 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.	4	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. <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	The student's response is a complete informative/explanatory text that examines a topic and presents information based on a text as a stimulus. <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	The student's response is an incomplete or oversimplified informative/explanatory text that cursorily examines a topic based on a text as a stimulus. <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	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. <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	The student's response is flawed for various reasons: <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 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.	3	The student's response demonstrates full command of language usage and conventions. <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	The student's response demonstrates partial command of language usage and conventions. <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	The student's response demonstrates weak command of language usage and conventions. <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	The student's response is flawed for various reasons: <ul style="list-style-type: none"> Blank Copied Too Limited to Score/Illegible/Incomprehensible Non-English/Foreign Language Off Topic/Off Task/Offensive





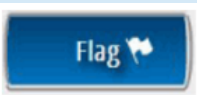




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ONLINE TOOLS

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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

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Grade 3-5 Item #	Online Tool
1 ELA	Pointer, Page Turn, Line Guide, Next Question
2 ELA	Same Passage, Cross-Off
3 ELA	Flag question for review
4 ELA	Constructed Response Text box
5 ELA	Extended Response Item, Sticky Note, Writer's Checklist
11 Math	Part A, Part B Both parts on the same page, Magnification, EQ Editor; Part C for EOC
12 Math	Different pages for Part A, Part B Multi-select items Reference sheet for MS example
13 Math	Multi-select item
18/19 Science	Same examples, academic vocabulary examples
21 Social Studies	Field test item Multi-select
	Flags and unanswered questions for review