

GEORGIA MILESTONE ASSESSMENT

2017

GEORGIA MILESTONES

What the Test is Called:

- Grades 3 – 8
 - **End of Grade (EOG) Assessment** in language arts, mathematics, science, social studies

What tests am I taking?

- 6th Grade → ELA and Math
- 7th Grade → ELA and Math
- 8th Grade → ELA, Math, Science, Social Studies

What is the format of the test?

- You will have a Test Booklet (a book with questions and reading passages), and a Test Answer Document (where you bubble in your answers, and write your constructed and extended responses).

Important Note

You can write in the test booklet, but only answers on the answer document will be scored.

HOW WILL I TEST?

- 6th Graders:
 - Some selected students will test on the computer
 - All other students will test using paper and pencil
- 7th Graders
 - Some selected students will test on the computer
 - All other students will test using paper and pencil
- 8th Graders
 - All students will test online

WHAT IS ON THE ELA TEST? (6, 7, 8)

Content Area/Course	Test Section(s)	Minimum Time Per Section(s)	Maximum Time Per Section(s)
English Language Arts	I	70	90
English Language Arts	2 and 3	60	70

Content Area/Course	Selected Response	Constructed Response	Extended Response	Number of Sections
English Language Arts I (Mostly Writing)	Very Few	X	X	1
English Language Arts 2 & 3	X	X		2

Note: During this test you will be asked to read passages, and answer selected response (multiple choice), constructed response (short writings that are informational and narrative) and an extended response (long writing informational/explanatory, or argumentative).

Scratch Paper allowed for this test. You can write in the test booklet too! Only responses in the answer document will be scored.

WHAT'S ON THE MATH TEST?

Scratch Paper
allowed for this test.
You can write in the
test booklet too!

Content Area/Course	Test Section(s)	Minimum Time Per Section(s)	Maximum Time Per Section(s)
Mathematics	I and 2	60	80

Content Area/Course	Selected Response	Constructed Response	Extended Response	Number of Sections
Mathematics	X	X	X	2

Note: There are sections of the test where you will use a calculator. However, there are other sections of the test where you will have scratch paper only.

A Formulas Page will be provided for each section. However, if you are on section 2, you cannot go back to the formula page on section .

WHAT IS ON THE SCIENCE TEST?

[8TH GRADE ONLY]

Content Area/Course	Test Section(s)	Minimum Time Per Section(s)	Maximum Time Per Section(s)
Science	I and 2	50	70

Content Area/Course	Selected Response	Number of Sections
Science	X	2

You can write in the test booklet too! But only answers on the answer document will be scored.

WHAT IS ON THE SOCIAL STUDIES TEST? (8TH GRADE ONLY)

Content Area/Course	Test Section(s)	Minimum Time Per Section(s)	Maximum Time Per Section(s)
Social Studies	I and 2	50	70

Content Area/Course	Selected Response	Number of Sections
Science	X	2

You can write in the test booklet too! But only answers on the answer document will be scored.

GEORGIA MILESTONES

General Test Structure: ELA

Criterion-Referenced

Total Number of Items: 44 / Total Number of Points: 55

Breakdown by Item Type:

Type of Question	Number of Questions	Rubric Points	Type of Writing	How long should it be?
Selected Response (multiple choice)	40	N/A	N/A	N/A
Constructed Response	2	2 point rubric	Short- Argumentative or Informational	2-3 Paragraphs
Constructed Response	1	4 point rubric	Medium- Narrative	3-4 paragraphs
Extended Response	1	7 point rubric	Long- Argumentative or Informational; Essay or Long Letter	5-7 paragraphs

GEORGIA MILESTONES-ABOUT THE WRITING FOR ELA

- Important Facts:

1. All students must respond to the writing sections.
2. Writing counts for 27% of the test.
3. All writing will be “response to literature writing”
 1. This means you will have to read one or two passages
 2. You will react to what you read in writing.
 3. You must cite text evidence in your response.
 4. You must be mindful of the question and what it is asking.
 5. There are 3 types of rubrics used to score writing for the ELA test.
 6. There is 1 type of rubric used to score writing on the Math Test.
 7. The Social Studies and Science tests taken by 8th Graders only, will have no writing/constructed/extended response section.

GEORGIA MILESTONES: HOW WILL I BE GRADED ON MY WRITING? WHAT DO THE QUESTIONS LOOK LIKE? FOR ELA...

- On the next few slides we will look at the 3 rubrics that will be used to grade your 4 writing sections on the test for ELA.
- Rubric 1 → Used for CONSTRUCTED RESPONSES and worth a total of 2 points
- Rubric 2 → Used for NARRATIVE CONSTRUCTED RESPONSE and worth a total of 4 points
- Rubric 3 → Used for EXTENDED RESPONSE (Essay or Letter) and worth a total of 7 points
- 27% of your overall ELA Grade comes from Writing

GEORGIA MILESTONES- CONSTRUCTED RESPONSE (2 POINT RUBRIC)

Question

English Language Arts (ELA) Grade 8 Content Domain: Reading and Vocabulary

Standard: ELACC8RI7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

What are the advantages of including the two images in the passage? Use details from the passage to support your answer.

Scoring Rubric

Points	Description
2	The response achieves the following: <ul style="list-style-type: none">• gives sufficient evidence of the ability to explain the advantages of using images in the passage• includes specific examples/details that make clear reference to the text• adequately explains the use of images in the passage and supports it with clearly relevant information based on the text
1	The response achieves the following: <ul style="list-style-type: none">• gives limited evidence of the ability to explain the advantages of using images in the passage• includes vague/limited examples/details that make reference to the text• explains the use of images in the passage but supports it with vague/limited information based on the text
0	The response achieves the following: <ul style="list-style-type: none">• gives no evidence of the ability to explain the advantages of using images in the passage OR <ul style="list-style-type: none">• explains the advantages of using images in the passage, but includes no examples or no examples/details that make reference to the text

- There are two of these at least on the test.
- This is a sample and the rubric will change depending on the question.

Rubric

GEORGIA MILESTONES- CONSTRUCTED RESPONSE (4 POINT RUBRIC)

- Only one of these on the test.
- Worth 4 points total.
- You have to write narratively for this.

Four Point Holistic Rubric

Genre: Narrative

Description	Points	Criteria
<p><i>The Narrative writing task examines the writer's ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.</i></p>	4	<p><i>The student's response is a well-developed narrative that fully develops a real or imagined experience based on a text as a stimulus.</i></p> <ul style="list-style-type: none"> Effectively establishes a situation, a point of view, and introduces a narrator and/or characters Organizes an event sequence that unfolds naturally Effectively uses narrative techniques, such as dialogue, description, pacing, and reflection to develop rich, interesting experiences, events, and/or characters Uses a variety of words and phrases consistently and effectively to convey the sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events Uses precise words, phrases, and sensory language to convey experiences and events and capture the action Provides a conclusion that follows from the narrated experiences or events Integrates ideas and details from source material effectively Has very few or no errors in usage and/or conventions that interfere with meaning*
	3	<p><i>The student's response is a complete narrative that develops a real or imagined experience based on a text as a stimulus.</i></p> <ul style="list-style-type: none"> Establishes a situation and introduces one or more characters Organizes events in a clear, logical order Uses narrative techniques, such as dialogue, description, pacing, and reflection to develop experiences, events, and/or characters Uses words and/or phrases to indicate sequence, signal shifts from one time or setting to another, and show the relationships among experiences and events Uses words, phrases, and details to convey events Provides an appropriate conclusion Integrates some ideas and/or details from source material Has little or no errors in usage and/or conventions that interfere with meaning*
	2	<p><i>The student's response is an incomplete or oversimplified narrative based on a text as a stimulus.</i></p> <ul style="list-style-type: none"> Introduces a vague situation and at least one character Organizes events in a sequence but with some gaps or ambiguity Attempts to use a narrative technique, such as dialogue, description, pacing, or reflection to develop experiences, events, and/or characters Uses occasional signal words inconsistently and ineffectively to indicate sequence, signal shifts from one time or setting to another, and show the relationships among experiences and events Uses some words or phrases inconsistently and ineffectively to convey experiences and events and capture the action Provides a weak or ambiguous conclusion Attempts to integrate ideas or details from source material Has frequent errors in usage and conventions that sometimes interfere with meaning*
	1	<p><i>The student's response provides evidence of an attempt to write a narrative based on a text as a stimulus.</i></p> <ul style="list-style-type: none"> Provides a weak or minimal introduction of a situation or character May be too brief to demonstrate a complete sequence of events, or signal shifts in time or setting, or show relationships among experiences and events Shows little or no attempt to use dialogue or description Uses words that are inappropriate, overly simple, or unclear Provides few if any words that convey experiences or events and capture the action Provides a minimal or no conclusion May use few if any ideas or details from source material (8.W.9) Has frequent major errors in usage and conventions that interfere with meaning*
	0	<ul style="list-style-type: none"> The response is completely irrelevant or incorrect, or there is no response. The student merely copies the text in the prompt. The student copies so much text from the passages that there is not sufficient original work to be scored.

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the Progressive Skills chart for those standards that need continued attention beyond the grade in which they were introduced.

EXTENDED RESPONSE FACTS

1. Your question will require you to EITHER write:

1. An Essay OR
2. A letter
3. KNOW:
 1. Which structure you are writing in
 2. How to format your response

2. The Writing Prompt will be EITHER:

1. Argumentative
2. Informational/Explanatory
3. Know:
 1. What type of writing you are doing? Think what is your author's purpose (inform, explain, persuade)
 2. There are **TWO different types of rubrics** for this
 1. Argumentative Rubric
 2. Informational/Explanatory Rubric

GEORGIA MILESTONES- CONSTRUCTED RESPONSE (7 POINT RUBRIC)

- Only one of these on the test.

INFORMATIONAL /EXPLANATORY RUBRIC (PART 1)

Seven Point Two-Trait Rubric

Trait 1 for Informational/Explanatory Genre

Description	Points	Criteria
Idea Development, Organization, and Coherence <i>This trait contributes 4 of 7 points to the score for this genre and examines the writer's ability to effectively establish a controlling topic and to support the topic with evidence from the text(s) read and to elaborate on the topic with examples, illustrations, facts, and other details. The writer must integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence in order to create cohesion for an informative/explanatory essay.</i>	4	<i>The student's response is a well-developed informative/explanatory that examines a topic in depth and presents information clearly based on text as a stimulus.</i> <ul style="list-style-type: none"> • Effectively introduces a topic • Effectively organizes ideas, concepts and information using various strategies • Effectively develops the topic with multiple, relevant facts, definitions, concrete details, quotations, or other information and examples • Uses appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts • Uses precise language and domain-specific vocabulary to inform about or explain the topic • Establishes and maintains a formal style • Provides a strong concluding statement or section
	3	<i>The student's response is a complete informative/explanatory text that examines a topic and presents information.</i> <ul style="list-style-type: none"> • Introduces a topic • Generally organizes ideas, concepts and information • Develops the topic with a few facts, definitions, concrete details, quotations, or other information and examples • Uses some transitions to connect and clarify relationships among ideas, but relationships may not always be clear • Uses some precise language and domain-specific vocabulary to explain the topic • Maintains a formal style, for the most part • Provides a concluding statement or section
	2	<i>The student's response is an incomplete or oversimplified informative/explanatory text that cursorily examines a topic.</i> <ul style="list-style-type: none"> • Attempts to introduce a topic • Ineffectively organizes ideas, concepts and information • Attempts to develop a topic with too few details • Uses limited language and vocabulary that does not inform or explain the topic • Uses few transitions to connect and clarify relationships among ideas. • Uses formal style inconsistently or uses an informal style • Provides a weak concluding statement or section
	1	<i>The student's response is a weak attempt to write an informative/explanatory text that examines a topic.</i> <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 • Uses vague or redundant language • Uses a very informal style • Provides a minimal or no concluding statement or section
	0	<ul style="list-style-type: none"> • The response is completely irrelevant or incorrect, or there is no response. • The student merely copies the text in the prompt. • The student copies so much text from the passages that there is not sufficient original work to be scored.

GEORGIA MILESTONES- CONSTRUCTED RESPONSE (7 POINT RUBRIC)

- Only one of these on the test.

INFORMATIONAL /EXPLANATORY (PART TWO)

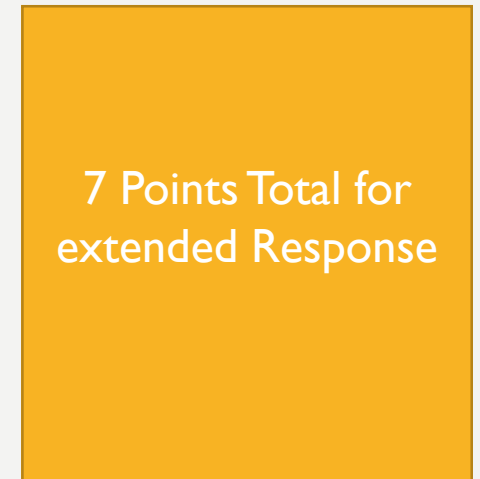
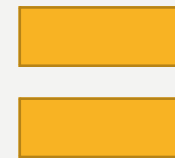
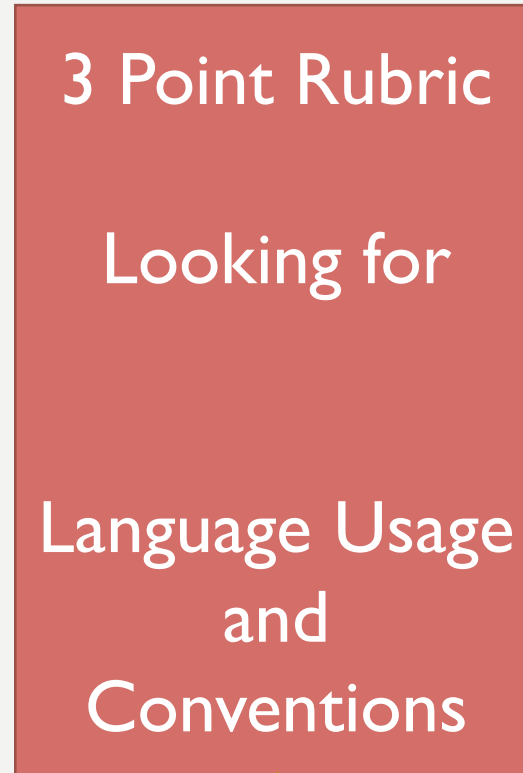
Seven Point Two-Trait Rubric

Trait 2 for Informational/Explanatory Genres

Description	Points	Criteria
Language Usage and Conventions <i>This trait contributes 3 of 7 points for this genre and 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	<i>The student's response demonstrates full command of language usage and conventions.</i> <ul style="list-style-type: none">• Uses verbs in passive and active voice, the conditional and subjunctive mood• Uses clear and complete sentence structure, with appropriate verb voice and mood• Has no errors in usage and conventions that interfere with meaning*
	2	<i>The student's response demonstrates partial command of language usage and conventions.</i> <ul style="list-style-type: none">• Uses verbs in passive and active voice• Uses clear and complete sentence structure• Has minor errors in usage and conventions with no significant effect on meaning*
	1	<i>The student's response demonstrates weak command of language usage and conventions.</i> <ul style="list-style-type: none">• Uses incorrect verbs in passive and active voice• Has fragments, run-ons, and/or other sentence structure errors• Has frequent errors in usage and conventions that interfere with meaning*
	0	<ul style="list-style-type: none">• The student's response has many errors that affect the overall meaning, or the response is too brief to determine a score.• The student copies so much text from the passages that there is not sufficient original work to be scored.

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the Progressive Skills chart for those standards that need continued attention beyond the grade in which they were introduced.

INFORMATIONAL/EXPLANATORY RUBRIC



GEORGIA MILESTONES- CONSTRUCTED RESPONSE (7 POINT RUBRIC)

- Only one of these on the test.

PART ONE

ARGUMENTATIVE

Seven Point Two-Trait Rubric

Trait 1 for Argumentative Genre

Description	Points	Criteria
Idea Development, Organization, and Coherence <i>This trait contributes 4 of 7 points to the score for this genre and examines the writer's ability to effectively establish a claim as well as to address counterclaims, to support the claim with evidence from the text(s) read, and to elaborate on the claim with examples, illustrations, facts, and other details. The writer must integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence in order to create cohesion for an argumentative essay.</i>	4	<i>The student's response is a well-developed essay that effectively relates and supports claims with clear reasons and relevant evidence.</i> <ul style="list-style-type: none">• Effectively introduces a claim• Uses specific and well-chosen facts, details, definitions, examples, and/or other information from sources to develop claims fully• Acknowledges and counters opposing claims, as appropriate• Uses an organizational strategy to present reasons and relevant evidence• Uses words, phrases, and/or clauses that effectively connect and show relationships among ideas• Uses and maintains a formal style that is appropriate for the task, purpose, and audience• Provides a strong concluding statement or section that logically follows from the argument presented
	3	<i>The student's response is a complete argument that relates and supports claims with some evidence.</i> <ul style="list-style-type: none">• Clearly introduces a claim• Uses specific facts, details, definitions, examples, and/or other information from sources to develop claims• Attempts to acknowledge and/or counter opposing claims, as appropriate• Uses an organizational strategy to present some reasons and evidence• Uses words and/or phrases to connect ideas• Uses a formal style fairly consistently for task, purpose, and audience• Provides a concluding statement or section that follows from the argument presented
	2	<i>The student's response is an incomplete or oversimplified argument that partially supports claims with loosely related evidence.</i> <ul style="list-style-type: none">• Attempts to establish a claim• Develops, sometimes unevenly, reasons and/or evidence to support opinion or claim• Makes little, if any, attempt to acknowledge or counter opposing claims• Attempts to use an organizational structure, which may be formulaic• Uses limited clear language and vocabulary to manage the topic• Uses few words or phrases to connect ideas• Uses formal style inconsistently or an informal style that does not fit task, purpose, or audience• Provides a weak concluding statement or section
	1	<i>The student's response is a weak attempt to write an argument and does not support claims with adequate evidence.</i> <ul style="list-style-type: none">• May not introduce an opinion or claim, or the opinion or claim must be inferred• Has minimal support for opinion or claim• Makes no attempt to acknowledge or counter opposing claims• May be too brief to demonstrate an organizational structure, or no structure is evident• Uses vague, ambiguous, or repetitive language• Uses no words or phrases to connect ideas• Uses a very informal style that is not appropriate for task, purpose, or audience• Provides a minimal or no concluding statement or section
	0	<ul style="list-style-type: none">• The response is completely irrelevant or incorrect, or there is no response.• The student merely copies the text in the prompt.• The student copies so much text from the passages that there is not sufficient original work to be scored.

GEORGIA MILESTONES- CONSTRUCTED RESPONSE (7 POINT RUBRIC)

- Only one of these on the test.

PART TWO

INFORMATIONAL /EXPLANATORY

Seven Point Two-Trait Rubric

Trait 2 for Argumentative Genre

Description	Points	Criteria
Language Usage and Conventions <i>This trait contributes 3 of 7 points for this genre and 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	<i>The student's response demonstrates full command of language usage and conventions.</i> <ul style="list-style-type: none">• Uses verbs in passive and active voice, the conditional and subjunctive mood• Uses clear and complete sentence structure, with appropriate verb voice and mood• Has no errors in usage and conventions that interfere with meaning*
	2	<i>The student's response demonstrates partial command of language usage and conventions.</i> <ul style="list-style-type: none">• Uses verbs in passive and active voice• Uses clear and complete sentence structure• Has minor errors in usage and conventions with no significant effect on meaning*
	1	<i>The student's response demonstrates weak command of language usage and conventions.</i> <ul style="list-style-type: none">• Uses incorrect verbs in passive and active voice• Has fragments, run-ons, and/or other sentence structure errors• Has frequent errors in usage and conventions that interfere with meaning*
	0	<ul style="list-style-type: none">• The student's response has many errors that affect the overall meaning, or the response is too brief to determine a score.• The student copies so much text from the passages that there is not sufficient original work to be scored.

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the Progressive Skills chart for those standards that need continued attention beyond the grade in which they were introduced.

ARGUMENTATIVE WRITING RUBRIC FOR EXTENDED RESPONSE

4 Point Rubric

Looking for

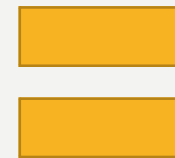
Idea Development
Organization
Coherence



3 Point Rubric

Looking for

Language Usage
and
Conventions



7 Points Total for
extended Response

PART ONE

PART TWO

GEORGIA MILESTONES: HOW WILL I BE GRADED ON MY WRITING? WHAT DO THE QUESTIONS LOOK LIKE? **FOR MATH**

- There are TWO types of rubric used for the Math Constructed Response section.
- You will have 2 → Short Constructed Responses where you have to show your steps/work and explain *how* you got your answer → worth 2 points each
- You will have ONE → Extended Response where you have to show your steps/work and explain *how* you got your answer → worth 4 points
- Writing on the Math Test is worth a TOTAL of 8 points which is 14.5% of your grade.

MATH CONSTRUCTED RESPONSE (2 POINT RUBRIC)

Scoring Rubric

Points	Description
2	<p>The response achieves the following:</p> <ul style="list-style-type: none">• The response demonstrates a complete understanding of interpreting and computing quotients of fractions and solving word problems involving division of fractions by fractions.• Give 2 points for a correct process AND the correct answer.<ul style="list-style-type: none">◦ Response is correct and complete.◦ Response shows application of a reasonable and relevant strategy.• Mathematical ideas are expressed coherently through a complete, logical, and fully developed response using words, calculations, and/or symbols as appropriate.
1	<p>The response achieves the following:</p> <ul style="list-style-type: none">• The response demonstrates a partial understanding of interpreting and computing quotients of fractions and solving word problems involving division of fractions by fractions.• Give 1 point for a correct process OR a correct answer with no work shown.<ul style="list-style-type: none">◦ Response is only partially correct.◦ Response shows application of a relevant strategy, though it may be only partially applied or remain unexplained.• Mathematical ideas are expressed only partially using words, calculations, and/or symbols as appropriate.
0	<p>The response achieves the following:</p> <ul style="list-style-type: none">• The response demonstrates no understanding of interpreting and computing quotients of fractions and solving word problems involving division of fractions by fractions.<ul style="list-style-type: none">◦ Response shows no application of a strategy or application of an irrelevant strategy.• Mathematical ideas cannot be interpreted or lack sufficient evidence to support even a limited understanding.

Exemplar Response

Points Awarded	Response
2	$\frac{2}{3} \div \frac{1}{2} = \frac{2}{3} \times \frac{2}{1} = \frac{4}{3} = 1 \frac{1}{3}$ <p>1 $\frac{1}{3}$ batches</p>

Showing
your work.

- There are two of these at least on the test.
- This is a sample and the rubric will change depending on the question.

Rubric

MATH CONSTRUCTED RESPONSE (4 POINT RUBRIC)

Scoring Rubric

Points	Description
4	<p>The response achieves the following:</p> <ul style="list-style-type: none"> The response demonstrates a complete understanding of using ratio and rate reasoning to solve real-world and mathematical problems. Give 4 points for Part A and Part B and Part C completely correct. <ul style="list-style-type: none"> Response is correct and complete. Response shows application of a reasonable and relevant strategy. Mathematical ideas are expressed coherently through a clear, complete, logical, and fully developed response using words, calculations, and/or symbols as appropriate.
3	<p>The response achieves the following:</p> <ul style="list-style-type: none"> The response demonstrates a good understanding of using ratio and rate reasoning to solve real-world and mathematical problems. Give 3 points for Part A and Part B correct and Part C partially correct OR Part A or Part B correct and Part C correct based on error in previous parts. <ul style="list-style-type: none"> Response is mostly correct, but contains either a computation error or an unclear or incomplete explanation. Response shows application of a relevant strategy, though it may be only partially applied or remain unexplained. Mathematical ideas are expressed only partially using words, calculations, and/or symbols as appropriate.
2	<p>The response achieves the following:</p> <ul style="list-style-type: none"> The response demonstrates a partial understanding of using ratio and rate reasoning to solve real-world and mathematical problems. Give 2 points for Part A and Part B correct OR for Part C correct based on incorrect answers given in Part A and Part B. <ul style="list-style-type: none"> Response is only partially correct. Response shows application of a relevant strategy, though it may be only partially applied or remain unexplained. Mathematical ideas are expressed only partially using words, calculations, and/or symbols as appropriate.

- There is one of these on the math test.
- This is a sample and the rubric will change depending on the question.

- For this you have to show your steps/work.
- And write an explanation for how you solved the problem.

Points	Description
1	<p>The response achieves the following:</p> <ul style="list-style-type: none"> The response demonstrates a limited understanding of using ratio and rate reasoning to solve real-world and mathematical problems. Give 1 point for Part A correct OR Part B correct OR Part C partially correct. <ul style="list-style-type: none"> Response is only partially correct. Response shows incomplete or inaccurate application of a relevant strategy. Mathematical ideas are expressed only partially using words, calculations, and/or symbols as appropriate.
0	<p>The response achieves the following:</p> <ul style="list-style-type: none"> The response demonstrates no understanding of using ratio and rate reasoning to solve real-world and mathematical problems. <ul style="list-style-type: none"> Response shows no application of a strategy. Mathematical ideas cannot be interpreted or lack sufficient evidence to support even a limited understanding.

MILESTONE TEST RECAP

1. The Milestone is coming in April
2. 6th and 7th Graders will take ELA and MATH Milestones
3. 8th Grade will take ELA, MATH, SCIENCE, SOCIAL STUDIES Milestones
4. 8th Grade will test all online
5. Some 6th and 7th graders will be selected to test online; otherwise you will take paper and pencil test
6. WRITING will be on the ELA and MATH tests
7. There are THREE types of rubrics used for the ELA test on writing
8. 27% of your grade for the ELA test comes from WRITING
9. There are TWO types of rubrics used on the Math test for writing.
10. 14.5% of your grade for the Mat Test will come from Writing
11. Practicing Writing in your classes is something you should take seriously.

AND REMEMBER... ***BREATH!***

TEST ALL THE THINGS

YOU CAN DO IT

