

Last spring, students across Georgia joined one another in taking a new state assessment called Georgia Milestones. This new comprehensive assessment system measures how well students have learned the knowledge and skills outlined in the state-adopted content standards for English Language Arts, Mathematics, Science, and Social Studies. Students in grades 3 through 8 took an End-of-Grade (EOG) assessment, while high school students took an End-of-Course (EOC) assessment for courses designated by the State Board of Education. The EOCs are taken in the following courses:

#### **Language Arts**

- Ninth Grade Literature and Composition
- American Literature and Composition

#### **Mathematics**

- Algebra I
- Geometry
- Coordinate Algebra
- Analytic Geometry

#### **Science**

- Biology
- Physical Science

#### **Social Studies**

- United States History
- Economics/Business/Free Enterprise

The higher bar for student proficiency set by Georgia Milestones is aimed at better preparing students for college and career and providing a more realistic picture of academic progress. As with any new assessment, we anticipate that scores will initially be lower. Lower scores do not mean students learned less than in previous years. In future years, students and teachers will become more accustomed to the new test and its format. This is one reason why the results from this past year were not used as part of the final course grade. (Beginning this year, the results will factor in as 20% of a student's course grade in the high school courses tested.)

Just as the test was new for students, the Individual Student Report (ISR) is new for parents. This guide is designed to help you better understand the score report and your student's achievement.

## **FAQs about the Georgia Milestones End-of-Course Assessments**

### **How can I use the Individual Student Report to help my student?**

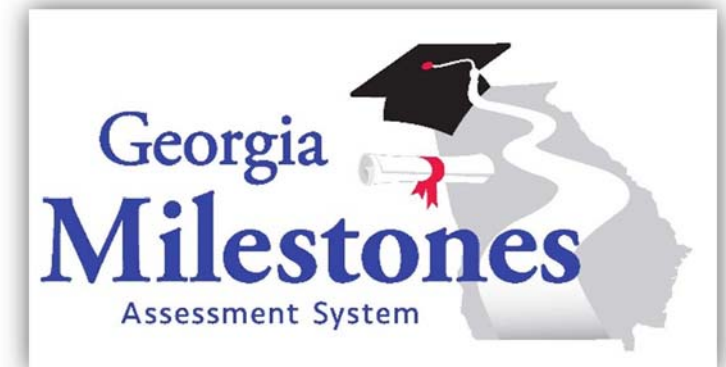
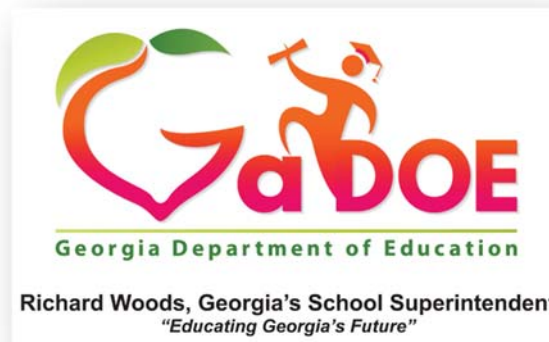
Your student's report provides information that describes your student's achievement on the assessment and his or her readiness for the next course or for college and career. In areas where your student did not demonstrate proficiency, you can ask your student's teacher to suggest ways that you can support your student. You also can ask what can be done at home to build on your student's strengths in those areas where he or she demonstrated grade-level proficiency or better.

### **Where can I find more detailed information about Georgia Milestones?**

For additional information, visit <http://testing.gadoe.org> and click on **Georgia Milestones Assessment System**.



# **A Parent's Guide to the Individual Student Report for High School End-of-Course Assessments**



**2016**

*Thanks to Gwinnett County Public Schools on the development of this flyer.*

# Overall, how did my student do on the Georgia Milestones?

The Individual Student Report (ISR) provides information on your student's overall performance for a specific course at the high school level.

## Your student's overall performance on the Georgia Milestones End-of-Course Assessment for Ninth Grade Literature and Composition

| CONTENT AREA                                | ACHIEVEMENT LEVEL               | SCALE SCORE                            | GRADE CONVERSION SCORE |
|---|---------------------------------|--|------------------------|
| 1<br>Ninth Grade Literature and Composition | 2<br>LEVEL 3 PROFICIENT LEARNER | 3<br>582<br>Scale Score Range: 525-586 | 4<br>90                |

Grade Conversion Score: A student's score converted to a 0 - 100 scale.

- CONTENT AREA:** This shows you the course in which your student was tested.
- ACHIEVEMENT LEVEL:** Milestones results are reported using four categories of achievement that are represented with bar stacks. In previous state tests, achievement was reported in three categories (Does Not Meet, Meets, and Exceeds). Under the new system of reporting, proficiency is the target.

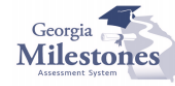
|  |   |  |
|--|---|--|
|  | <b>Beginning Learner</b><br>Student does not yet demonstrate proficiency  | <b>Beginning Learner:</b> These students need substantial academic support to be prepared for the next course and to be on track for college and career readiness.   |
|  | <b>Developing Learner</b><br>Student demonstrates partial proficiency     | <b>Developing Learner:</b> These students need additional academic support to ensure success in the next course and to be on track for college and career readiness. |
|  | <b>Proficient Learner</b><br>Student demonstrates proficiency             | <b>Proficient Learner:</b> These students are prepared for the next course and are considered to be on track for college and career readiness.                       |
|  | <b>Distinguished Learner</b><br>Student demonstrates advanced proficiency | <b>Distinguished Learner:</b> These students are well-prepared for the next course and are well-prepared for college and career readiness.                           |

- SCALE SCORE:** A scale score is the total number of correct answers converted to a consistent and standardized scale across different forms of the test. Within each range of scores, achievement will fall in one of four achievement levels. The scale score range varies from course to course, based on the actual test.
- GRADE CONVERSION SCORE:** The student's scale score is converted to a grade on a 0 to 100 scale. The grade conversion score functions as a percent correct and is used in calculating the 20% of a student's

final course grade. Basically, this is the score that will be entered into the gradebook as the final exam grade.

# How do I read my student's English Language Arts (ELA) results?

## Ninth Grade Literature And Composition Spring 2015



| Achievement Level  | Scale Score | Domain Category        | Performance   |
|--|-------------|------------------------|---|
| ✓ Level 3: Proficient Learner  | 543         | Reading and Vocabulary | Grade Level or Above 6  |
| 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. |             | 7 Writing and Language | Extended Writing argumentative essay score:<br>Idea Development, Organization and Coherence 3 out of 4 points<br>Language Usage and Conventions 2 out of 3 points<br>Narrative Writing Response score: Condition Code C |

Standard Error of Measurement (SEM): A scale score of 543 indicates your student's achievement on the day of testing. If your student were to take the same test again, it is likely that his or her score would be within the standard error of measurement range of 526-560.

| Achievement Levels   | Student | School | System | State |
|--|---------|--------|--------|-------|
| Level 4: Distinguished Learner<br>Scale Score Range: 587-735 |         |        |        |       |
| Level 3: Proficient Learner<br>Scale Score Range: 525-586    | 543     | 515    | 550    | 570   |
| Level 2: Developing Learner<br>Scale Score Range: 475-524    |         |        |        |       |
| Level 1: Beginning Learner<br>Scale Score Range: 220-474     |         |        |        |       |

- This section gives a **summary** of your student's achievement in ELA.
- This section details your student's performance on the **Reading and Vocabulary** portions of the test.
- This section details your student's performance on the **Writing and Language** portions of the test. This section shows how many points a student earned out of a total for the different components assessed in the essay.
- The **Comparison** chart shows scale score ranges for each achievement level and how your student's score compares to averages for the school, the school district, and the state.
- Lexile information** measures a student's reading ability. Please note that when looking for suggested titles based on a Lexile score, you should factor in a student's age and interests. Your student's teacher can provide additional age-appropriate suggestions to match and to stretch your student as a reader.

| Your Student's Lexile Information   |                           |                             |
|---|---------------------------|-----------------------------|
| Lexile Measure: 1150L<br>Lexile Range: 1050L-1200L  |                           |                             |
| The Lexile Framework® for Reading matches a student's reading ability with the difficulty of test material. When selecting books, it is important to consider that Lexiles do not address age-appropriateness, student interest, or text quality. Suggested titles are not necessarily endorsed by the Georgia Department of Education. Books within the student's Lexile range can be found at the local library or by using the Find-a-Book database at <a href="http://www.gadoe.org/lexile.aspx">www.gadoe.org/lexile.aspx</a> . For more information, visit <a href="http://www.gadoe.org/lexile.aspx">www.gadoe.org/lexile.aspx</a> . |                           |                             |
| <b>Leisure Reading: 1050L-1150L</b>   | <b>Suggested Titles</b>   | <b>Author</b> <b>Lexile</b> |
|   | Heart of Darkness         | Conrad, Joseph 1050L        |
|   | Pride and Prejudice       | Austen, Jane 1100L          |
|   | Living up the Street      | Soto, Gary 1140L            |
| <b>Motivating Challenge: 1150L-1200L</b>  | <b>Suggested Titles</b>   | <b>Author</b> <b>Lexile</b> |
|   | The Emperors of Chocolate | Brenner, Joel Glenn 1160L   |
|   | King of the Mild Frontier | Crutcher, Chris 1180L       |
|   | Moby Dick                 | Melville, Herman 1200L      |

# How do I read my student's results in other subject areas?

## Economics/Business/Free Enterprise

Fall 2015



| Achievement Level  | Scale Score | Domain Category               | Performance         |
|--|-------------|-------------------------------|---------------------|
| ✓ Level 3: Proficient Learner  | 580         | Fundamental Economic Concepts | Monitor Learning    |
| 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. |             | Microeconomic Concepts        | Monitor Learning    |
|  |             | Macroeconomic Concepts        | Monitor Learning    |
|  |             | International Economics       | Accelerate Learning |
|  |             | Personal Finance Economics    | Monitor Learning    |

Standard Error of Measurement (SEM): A scale score of 580 indicates your student's achievement on the day of testing. If your student were to take the same test again, it is likely that his or her score would be within the standard error of measurement range of 557-603.

Domain Mastery  
 Remediate Learning  Monitor Learning  Accelerate Learning

- This section gives a **summary** of your student's achievement in the subject tested.
- The **"Domain Category"** is the area of focus tested in the subject area for a particular subject, for example, Personal Finance as part of the study of Economics.
- The **"Performance"** information lets you know how your student did in that area of focus. The level of fill in the circle indicates your student's level of mastery. For Mathematics, Science, and Social Studies, these results are reported as:
  - Remediate Learning (lowest level of performance)
  - Monitor Learning (acceptable level of performance)
  - Accelerate Learning (highest level of performance)
 Teachers will use this information to determine if a student needs additional time and opportunities to master a topic or if the student has mastered it and is ready to tackle more advanced concepts.

## What is the National Percentile?

The EOC assessment included a small number of questions in each content area that are used on a nationally norm-referenced test, TerraNova. This information provides a general snapshot of how a student's answers compare to a national sample of students in the content area.

| Comparison to a National Sample of Students  |                           |  |
|--|---------------------------|--|
| National Percentile  | National Percentile Range |  |
| 99   | 84-99                     |  |
| Your student's performance can be compared to other students nationally in Social Studies. A subset of items in the End-of-Course assessment is from TerraNova, a nationally normed achievement test.  |                           |  |
| A national percentile of 99 means that your student performed as well as or better than 99 percent of the national norming group. If the student were to take the test again, he or she would be expected to obtain a national percentile rank within the National Percentile Range. |                           |  |