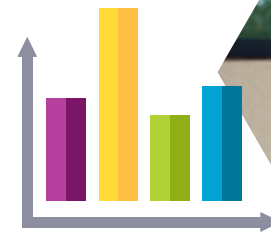


**From the Department of Education (GaDOE) -** The Georgia Milestones Assessment System is a comprehensive summative assessment program and represents a single system of summative assessments that span all three levels of the state's educational system – elementary, middle, and high school. The system is designed to send consistent signals about students' preparedness for the next level, be it the next grade, course, or endeavor, such as entering college or beginning a career after leaving the K-12 educational system.



## What is the purpose of Georgia Milestones?

The Georgia Milestones Assessment System is designed to provide information about how well students are mastering the state-adopted content standards in the core content areas of English language arts, mathematics, science, and social studies.

Importantly, Georgia Milestones is designed to provide students with critical information about their own achievement and their readiness for their next level of learning – be it the next grade, the next course, or the next endeavor (college or career).

Informing parents, educators, and the public about how well students are learning important content is an essential aspect of any educational assessment and accountability system. Parents, the public, and policy makers, including local school districts and boards of education, can use the results as a barometer of the quality of educational opportunities provided throughout the state of Georgia.

As such, Georgia Milestones serves as a key component of the state's accountability system – the College and Career Ready Performance Index (CCRPI).

## What is assessed?

Georgia Milestones measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in English language arts, mathematics, science, and social studies.

Georgia Milestones is a single assessment system that consists of end-of-grade measures in English language arts and mathematics in grades 3-8, end-of-grade measures in science in grades 5 and 8, end-of-grade measures in social studies in grade 8, and end-of-course measures for specified high school courses.

The end-of-course measures are administered at the completion of the course, regardless of the grade level. Middle school students who are enrolled in one or more of these courses are required to take the associated end-of-course (EOC) measure. These measures serve as the final exam for the course and contribute a percentage of the student’s final course grade per State Board Rule 160-4-2-.13 Statewide Passing Score.

Georgia Milestones	ELA	Mathematics	Science	Social Studies
<b>End-of-Grade (EOG)</b>	Grades 3 – 8	Grades 3 – 8	Grades 5 & 8 <i>High School Physical Science (Grade 8 Only)</i>	Grade 8
<b>End-of-Course (EOC)</b>	American Literature and Composition	Algebra I/ Coordinate Algebra	Biology	U.S. History

Georgia Milestones is administered primarily on the computer and includes the following features:

- Technology-enhanced items in all grades and courses,
- Open-ended (constructed-response) items in English language arts in all grades and courses,
- A writing component (in response to passages read by students) at every grade level and course within the English language arts assessment,
- A reported Lexile score based on the English language arts assessment in all grades and courses, and
- Estimated norm-referenced performance ranges for all grades and courses.

## How Does Progress Learning Help You Prepare for GA Milestones?

From an Elementary study ([link to full study](#)):

As of August 2018, approximately 12% of the elementary schools in the state of Georgia utilize Progress Learning. Progress Learning programs provide highly-engaging learning solutions built from the ground up to support the Georgia Standards of Excellence and match the rigor of the Georgia Milestones EOG assessments.

### Raw Data Comparison Tables

Mathematics Milestones EOG		% Developing Learner & Above	% Proficient Learner & Above
3	<b>With Progress Learning</b>	<b>87%</b>	<b>54%</b>
	Without Progress Learning State	81% 82%	43% 44%
4	<b>With Progress Learning</b>	<b>89%</b>	<b>54%</b>
	Without Progress Learning State	83% 83%	44% 45%
5	<b>With Progress Learning</b>	<b>80%</b>	<b>54%</b>
	Without Progress Learning State	74% 74%	36% 37%
English Language Arts Milestones EOG		% Developing Learner & Above	% Proficient Learner & Above
3	<b>With Progress Learning</b>	<b>75%</b>	<b>45%</b>
	Without Progress Learning State	65% 66%	35% 35%
4	<b>With Progress Learning</b>	<b>80%</b>	<b>49%</b>
	Without Progress Learning State	71% 72%	39% 39%
5	<b>With Progress Learning</b>	<b>82%</b>	<b>48%</b>
	Without Progress Learning State	74% 74%	38% 39%
Science Milestones EOG		% Developing Learner & Above	% Proficient Learner & Above
5	<b>With Progress Learning</b>	<b>76%</b>	<b>47%</b>
	Without Progress Learning State	68% 68%	37% 38%

# Our Question Types

## Graphing (Plotting)

What are the locations of points (5, -2) and (2, -5)? Plot each point on the coordinate grid.

Plot each point on the coordinate grid.

• Point + Move

Undo Redo X Reset

## Drag and Drop

The table shows the houses of each color on a street.

House Color	Number of Houses
White	6
Gray	5
Blue	2
Brown	1

Complete the pictograph to show the data from the table.

Each means 2 houses.

Colors of Houses on a Street

White

Gray

Blue

Brown

Check Answer

## Graphing (Sliders)

The list shows the number of articles written by different reporters at a newspaper last month.

6, 2, 5, 2, 6, 0, 4, 6, 1, 8, 5, 2, 6, 4, 2

Create a dot plot to display this data.

Articles Written by Reporters

Number of Articles

## Hot Spot

All Hands

Students measured the length of a bug. The bug had a length of  $\frac{3}{4}$  inch. The number line shown represents a length of 1 inch. Which point on the number line represents  $\frac{3}{4}$  inch? Select the location on the line to plot this point.

0 in. 1 in.

Identify the primary consumers in the food web. Select the correct answers.

Screech Owl, Prairie Vole, Snake

## Hot Text

This excerpt is from the U.S. Constitution.

Which phrase shows evidence that the Framers of the Constitution were committed to the principle of consent of the governed? Select the correct answer.

**We the People** of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

-Preamble to the U.S. Constitution

Check Answer

The excerpt is from a U.S. Supreme Court Decision.

Thus, the particular [wording] of the constitution of the United States confirms and strengthens the principle...that a law [not in agreement with] the constitution is void.

-Marbury v. Madison, 1803

Complete the sentence by selecting the correct answers from the drop-down menus.

In writing this opinion, Chief Justice John Marshall invoked the principle of **judicial review** for the first time and asserted the power of **popular sovereignty**.

Choose...

Check Answer

Inline Choice

## Multipart + Hot Text

Fixed vs. Growth Mindset

1. Do you ever wonder why some people are successful and some are not? Are some people born more intelligent or talented than others? Are we able to change the outcome of our lives, or are we destined to be who we are or born? This is where the fixed vs. growth mindset comes into play.

2. A fixed mindset means that you believe your intelligence and talents are fixed. In other words, if you are not good at something, you'll never be good at it, and a growth mindset means that you believe intelligence and talent can be developed over time. If you work at something, then the outcome can change. Let's explore the difference in the two mindsets.

**Fixed Mindset**

3. People who have a fixed mindset believe that their intelligence, talents, and creative ability are static. They believe that even with persistence and effort, their abilities and intelligence cannot improve with time. They are more likely to avoid challenges because they fear failure. They give up easily and view temporary setbacks as permanent failure. People with a fixed mindset view constructive criticism as a personal attack and are often jealous of others' success. They believe that their talent is finite. Therefore, people with a fixed mindset view effort and practice as fruitless. Because of this thought process, people with a fixed mindset may not reach their full potential in life.

4. Students with a fixed mindset are easily recognizable. They worry about getting the best score on a test and want constant validation. They are apprehensive to try challenging tasks or learn a new skill because they do not want to fall short. Students with a fixed mindset are full of self-doubt and view their worth by their accomplishments.

5. In the workplace, people with a fixed mindset will stick with the same solutions instead of trying new ideas. They do not speak up, in fear of sounding ignorant. They want to stick to what they know and do not want to take on new assignments.

Part A

Which statement **BEST** expresses the central idea of the passage?

Having a fixed mindset enables people to be more productive at work and engage in new assignments.

People who have a growth mindset control their own destiny, while those with a fixed mindset feel powerless to change their outcome.

Students who consume a fixed mindset can be recognized by their inability to seek out new challenges.

Taking on new challenges and building on current abilities allows those with a fixed mindset to begin the gradual change to a growth mindset.

Part B

Which sentence from paragraph 2 supports the central idea?

A fixed mindset means that you believe your intelligence and talents are fixed. **In other words, if you are not good at something, you'll never be good at it.** A growth mindset means that you believe intelligence and talent can be developed over time. If you work at something, then the outcome can change. Let's explore the difference in the two mindsets.

Check Answer

Check Answer

## Text Entry

This incomplete model represents an atom of an element.

Electron Cloud Model

Nucleus

Fill in the missing parts of the table to provide more information about the characteristics of the element represented by the atom.

Enter your answers in the spaces.

Characteristic	Value
Atomic number	15
Atomic mass	27
Number of particles in the electron cloud	13
Number of positively charged particles in each atom	<input type="text"/>
Number of neutrally charged particles in each atom	<input type="text"/>
Total number of particles in the nucleus of each atom	<input type="text"/>

## Text Entry + Protractor

Use the protractor to measure angle S.

What is the measure of angle S to the nearest degree?

7	8	9
4	5	6
1	2	3
0		

## How do I create similar assessments in the platform? or What are my next steps using Progress Learning?

For Georgia, we have put together Practice Milestones End-of-Grade (EOG) and End-of-Course (EOC) Assessments. These assessments have been designed to closely match Georgia Standards of Excellence (GSE) and mimic the types of questions students will come across on test day. With these assessments, we aim to provide students with the most authentic practice test experience possible.

1. Click Assessment/Assignment Center
2. Click Assessments
3. Select the selected test under "Premium Assessments"

*\*Only assign this practice test once to your students, as the questions are selected specifically for this practice test.*

Monitor progress using your progress report and have your students work on their Study Plans.

To support and intervene after students take the practice test, see the following guides:

- [How do I access and use my teacher progress report?](#)
- [How do I view Quick Click Remediation questions assigned and results?](#)
- [How does an ECE \(K-1\) student complete independent practice?](#)
- [How does an elementary \(2nd-5th\) student complete independent practice?](#)
- [How does a student in secondary \(6th-12th\) complete independent practice?](#)