

Countdown to Milestone

Prepare for the Milestone Assessment by ensuring that all teachers have a deep understanding of the performance expectations and allocate time to teach prioritized standards. Follow the step-by-step guide below to focus teaching and impact learning:

- 1 Review** the GADOE Milestone Blueprints by content area and grade level. Note assessed standards and category weights.
 - Click [HERE](#) to access EOG and EOC Blueprints.

- 2 Compare** the Blueprint to your Curriculum Map/Pacing Guide and generate a prioritized list of essential standards.
 - What have you already taught?
 - What is left to teach?
 - What needs to be retaught?

- 3 Map** out the prioritized standards by week beginning in January.
 - Click [HERE](#) to access the “Countdown to Milestone” template.

- 4 Review** the GADOE Assessment Guides by content area and grade level. Note the guidance on test format, content structure, item types, and sample items/rubrics.
 - Click [HERE](#) to access EOG Assessment Guides.
 - Click [HERE](#) to access EOC Assessment Guides.

- 5 Share** the GADOE “Noteworthy Trends” from the Spring 2015 administration of the Milestone which represent student responses to constructed response items in ELA and Math and common mistakes to avoid. *(Included on pages 2-3)*

- 6 Determine** which key instructional strategy / direct instruction will impact student learning and prepare students for the Milestone.
 - Click [HERE](#) to access the “Five to Thrive” instructional strategies.

- 7 Revisit** interventions to focus Tier I instruction and strengthen Tier II and III instruction in support of the prioritized standards.
 - Document interventions on the “Countdown to Milestone” each month
 - Share with all support staff and teachers that serve students on the grade level to increase impact.

- 8 Collaborate** regularly to discuss progress, review student work, and make adjustments.
 - Document on the “Countdown to Milestone” when your team will meet each month.

Noteworthy Trends

GADOE Assessment Division has provided a synopsis of **Noteworthy Trends** from the Spring 2015 administration of the GA Milestone. These trends represent how students responded to constructed response items and common mistakes that can be avoided. Teachers should use these to inform priorities for learning and selection of instructional strategies.

ELA Constructed Response:

- Students responding to items that require comparing the viewpoints/main ideas of two authors/passages may **only focus on explaining the viewpoint/main idea of one of the authors/passages**.
- Students may provide a basic answer to the prompt **without providing supporting details from the passage(s)**.
- Students may provide details from the passage(s) **without addressing the question in the prompt**.

Narrative Writing:

- Students may **restate or summarize the existing text in narrative form rather than provide an original narrative response**.
- For prompts that ask the student to provide a narrative from a specific point of view, students may **provide a narrative from a different point of view**.
- For prompts that ask the student to rewrite the story with a different ending or a different point of view, students **may copy large portions of the given text with minimal changes**.
- Student responses **may have only limited narrative elements or may use narrative elements such as dialogue in ways that do not effectively advance the narrative**.

Argumentative / Opinion Writing:

- Students may provide an essay that introduces a claim, but **provide little development with few details drawn from the passages**.
- Students may **copy or closely paraphrase** large portions of the prompt or passages (with or without attribution) while **providing little original work (also seen in Informative/Explanatory Writing)**.
- Students may present both sides of the argument **without choosing a side (or simply writing an Informative essay) or may choose both sides**.

Noteworthy Trends

- Students may **choose support from only one of the two passages** (i.e., whichever passage best supports their claim or opinion).
- For grades 7 and 8 and High School: Students may **present only one side of the argument, omitting a counterclaim.**

Informative / Explanatory Writing:

- Students may provide an informative essay with some details drawn from the passage but **with little organizational structure.**
- Students may **provide little development with few details drawn from the passages or with support drawn from only one passage.**
- Students may **copy or closely paraphrase large portions of the prompt or passages** (with or without attribution) **while providing little original work** (also seen in Argumentative/Opinion Writing).

Math Constructed Response:

- For multistep processes, students were sometimes able to start the process correctly but were **unsure how to complete the process.**
- Students would sometimes arrive at the correct answer using an unexpected process. Many **prompts allowed for the students to take multiple correct approaches for full credit.**
- Students would sometimes **not provide a complete explanation or a complete process for how they arrived at the answer.**

Click [HERE](#) to access the assessment presentations delivered by Dr. Melissa Fincher, GADOE Deputy Superintendent. The Noteworthy Trends were compiled from these presentations for use with the "Countdown to Milestone". There are several sample student responses and scores included as well.

Winter GACIS Conference, December 2015

Fall GACIS Conference, September 2015

Visit the GADOE Milestone Assessment Site for more information, Click [HERE](#)