What is the Georgia Milestones Assessment System?

The Georgia Milestones Assessment System (Georgia Milestones) is a comprehensive assessment system spanning grades 3 through high school. 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. Students in grades 3 through 8 will take End-of-Grade (EOG) assessments in English Language Arts and Mathematics, while grades 5 and 8 students will also take the EOG Science and Social Studies assessments. High school students will take End-of-Course (EOC) assessments for each of the ten courses in which they are enrolled, as designated by the State Board of Education.

What is the purpose of Georgia Milestones?

Georgia Milestones 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).

What types of questions will a student see on the Georgia Milestones assessments?

Georgia Milestones includes the item types described below:

- open-ended (constructed-response) items in English Language Arts and Mathematics (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 assessments;
- nationally norm-referenced items in all content areas and courses to complement the Georgia criterion-referenced information and to provide a national comparison; and
- multiple-choice items in all content areas and courses.

Georgia Milestones will be transitioned to online testing over time. Online is considered the primary mode of testing, with paper-and-pencil available as backup until the transition is complete.

Where can I find more information about Georgia Milestones?

Talk with your student’s teacher or school principal. They can provide specific information about the dates your student will be taking the assessments this year. Resources to help your student prepare for Georgia Milestones are available on the Georgia Department of Education’s website at http://testing.gadoe.org. To see what online testing is like, you and your student may visit the Experience Online Testing Georgia website at http://gaexperienceonline.com. The items on the demonstration tests are general and represent multiple grade levels. They do not assess student achievement.

What can I do to help my student?

Students who are prepared, calm, and rested perform better on tests. Here are some of the many ways to help your student approach Georgia Milestones in a relaxed, positive way:

- Encourage your student to employ good study and test-taking skills. These skills include following directions carefully; avoiding careless errors, and reviewing work.
- Explain the purpose of the tests. The assessments give students an opportunity to show what they have learned in school. They also give teachers information that helps them plan instruction.
- Point out that some items may be more difficult than others.
- Be certain your student gets plenty of sleep and has a healthy breakfast and lunch. Taking tests is hard work for many students and can require a lot of energy.
- Be certain your student is at school on time. Rushing and worrying about being late could affect performance on the tests.
- Remember to ask your student about the testing at the end of each day.
## MIDDLE SCHOOLS (6-8)

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Grade(s)</th>
<th>Description</th>
<th>Dates</th>
</tr>
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<tbody>
<tr>
<td>Reading &amp; Math Readiness (NWEA-MAP)</td>
<td>6-8</td>
<td>Beginning of Year (all students) Mid-Year (all students) End of Year (optional for students at/above Proficient)</td>
<td>Aug. 6 – Sep. 14 Nov. 26 – Jan. 25 Apr. 24 – May 17</td>
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<tr>
<td>Georgia Milestones End of Grade (EOG)</td>
<td>8</td>
<td>Language Arts (Section 1–Reading &amp; Writing) Language Arts (Section 2) Language Arts (Section 3) Math (Section 1) Math (Section 2) Make-Ups Science Social Studies</td>
<td>April 8 April 9 April 10 April 11 April 12 April 17 April 24* April 25*</td>
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<td>Georgia Milestones End of Course (EOC)</td>
<td>6-7</td>
<td>Language Arts (Section 1–Reading &amp; Writing) Language Arts (Section 2) Language Arts (Section 3) Math (Section 1) Math (Section 2) Make-Ups</td>
<td>April 15 April 16 April 17 April 22 April 23 April 26*</td>
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<td>Georgia Milestones End of Grade (EOG) Retest</td>
<td>7-8</td>
<td>Algebra 9th Lit/Comp (Section 1 – Reading &amp; Writing) 9th Lit/Comp (Sections 2 &amp; 3) Physical Science Economics Biology Make-Ups</td>
<td>April 26* April 29* April 30* May 1 May 2* May 3</td>
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<td>Georgia Milestones End of Grade (EOG) Retest</td>
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<td>Students in 8th grade with April test scores Below Grade Level for Reading, or Beginning Level for Math Language Arts Math Make-Ups</td>
<td>May 13 May 14 May 15</td>
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<tr>
<td>GAA</td>
<td>6-8</td>
<td>Select Special Education Students</td>
<td>Mar. 25 – May 3</td>
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<tr>
<td>ACCESS for ELs</td>
<td>6-8</td>
<td>English Learner Students</td>
<td>Jan. 16 – Mar. 8</td>
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<td>NAEP</td>
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<td>Sample of students selected by Georgia DOE Selected school: STEM Academy</td>
<td>Jan. 28 – Mar. 8</td>
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* *Updates to schedule.*
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2018-19 MAP TARGETS    8/13/2018
Smoothly

By: Cheryl R. Ellerbrock

The move from middle to high school stirs up many emotions for young adolescents, ranging from excitement and anticipation to fear and anxiety. It is natural for students to have numerous concerns related to the procedural, social, and academic changes associated with the transition. Many concerns will dissipate within the first weeks of school, while others can last into the second semester and beyond. During the last year at the middle level, educators can help prepare students for a successful ninth grade year by addressing their concerns associated with the procedural, social, and academic changes.

Procedural Changes
Procedural changes focus on the daily schedule, rules, and procedures students are expected to follow in high school. Examples of procedural concerns include finding their classes and other important parts of the school, following the bell schedule, learning the lunchtime rules and procedures, opening a locker, locating the bus, and adhering to school policies. Middle grades educators can do the following to help with procedural changes:

- Have students examine the bell schedule(s) and map of the high school.
- Make arrangements for students to tour their high school.
- Have students practice procedural tasks (e.g., adhering to a bell schedule similar to the high school schedule, using a combination lock).
- Obtain a copy of the high school student handbook and create activities that focus on pertinent information.
- Host a panel of high school students to talk about how they overcame procedural concerns and to answer questions.

Social Changes
Social changes primarily center on peer and teacher relationships along with extracurricular involvement. Students are concerned about keeping their middle school friends, making new friends, and establishing positive relationships with their high school teachers. They also want to know about the various extracurricular opportunities afforded to them at the high school level and how to get involved. There are many ways middle grades educators can assist with social transition changes:

- Have students look through high school yearbooks to see the variety of extracurricular activities available and help them learn how to get involved in particular activities (e.g., put them in contact with the sponsor/coach, provide information on tryouts).
- Arrange a teacher swap day in which middle and high school teachers trade classes for a day.
- Implement a big brother/big sister mentoring program in which high school students mentor middle grades students.
- Host an extracurricular day for high school coaches, club sponsors, and other extracurricular representatives to speak with students about their activities and provide information on how to get involved.
- Plan an end-of-year “rite of passage” activity for students to celebrate their middle level years with their friends (e.g., eighth grade send-off assembly, time capsule activity).

Academic Changes
Academic changes center on the quantity and quality of school work and academic expectations placed
The Georgia Experience Online: GMAS Prep

This practice site enables students to see what the online assessment is like. Students can practice using and navigating the tools exactly as they will appear when GMAS is given. Sample items are not graded. Please follow these steps to access the practice site. *NOTE that Google Chrome is the only supported browser for accessing The Georgia Experience Online.

www.gaexperienceonline.com

Click the green ‘Test Practice’ button.

Click ‘Online Tools Training’ under the green ‘End-Of-Grade (EOG)’ box or the orange ‘Secure Practice Test’ box.

Click on ‘EOG Test Practice’.

Click on ‘Standard Online Tools’.

Click on ‘Grades 3-5’.
Read 'Helpful Testing Hints' and click the green 'Begin The Test' button when finished.

Grades 3-5 Test Practice

Choose question can be answered by these sentences from "The Northern Red Oak"?

- The weight of the branches leaves adds even more problems. If we goof on the branches, the entire appearance of the tree can be changed. Early harvesting leaves the tree thinner. It looks like a pruned triangle the summer's end.
- What causes the branches of a northern red oak to be so heavy?
- Why is it important to trim the branches of a northern red oak tree?
- What kind of tools should be used to trim the branches of a northern red oak tree?
- Why do the branches of a northern red oak tree grow so many leaves?

Student may begin the practice test.
SASSC
Student Affairs Support Services Center

Savannah-Chatham County Public School System

SERVICES AVAILABLE
- GED Program
  Open to over-age middle school and high school students
- Summer Registration
- Residency Affidavits
- Kinship Affidavits/Non-parental Affidavits
- Military Choice Option
- Safety Transfers
- Community Referrals (via School Social Workers)
- Community Workshops (i.e. Bullying, Attendance, Access to Health Care, etc.)

SASSC
Student Affairs Support Services Center

The Student Affairs Support Services Center (SASSC) is a division of Savannah-Chatham County Public Schools Department of Academic Affairs. The SASSC team is led by Quentin Miller-Fields, Ed.D. It consists of its administrative personnel, the Student Affairs Specialist, and over two-dozen School Social Workers.

By providing resources and services that eliminate potential barriers to students' success, the SASSC team is able to assist families with helping students to meet their academic goals. Services and resources are more attainable by offering them at one site. The SASSC has partnered with many local agencies, and these various collaboratives allow the district to provide referrals, services, resources, and programming to students, parents, faculty, and the community.

"Together We Can!"