

Milestone Messenger

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Cobb County School District– 7th Grade Edition

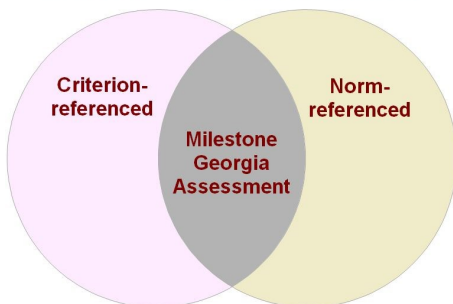
New Assessment Introduced

The Georgia Milestone Assessment System is designed to be a comprehensive, coherent and consolidated assessment system.

The 7th Grade Milestone will have 3 item types.

- **Selected-Response** (Multiple Choice)
(*ELA, Math, Science, Social Studies*)
- **Constructed Response**
ELA and Mathematics - These items require the student to generate a response as opposed to selecting a response.
- **Extended-Response**
ELA - These items require more elaborate answers and explanations of reasoning. Writing prompts and performance tasks are examples of extended-response items.

Blended Performance Information



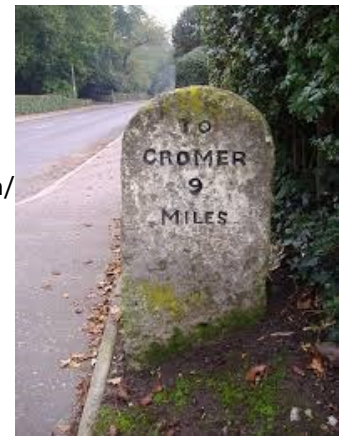
- Norm-referenced performance information is provided in the form of national percentiles, representing how students' achievement **compares to peers nationally**. (*Note: Only the items aligned with the Standards will affect the CCRPI and TKES results*)
- Criterion-referenced performance information is shared in the form of four performance levels, indicating students' **mastery of state standards**.

ELA Test Parameters:

- 40 Selected Response
- (10 Norm-referenced items aligned to standards)
- 2 Constructed Responses
- 1 Constructed Response — Narrative Writing
- 1 Extended Response – Close reading of two cold reads and writing Informative/explanatory or opinion/argumentative with text evidence

Math Test Parameters:

- 50 Selected Response
- (10 Norm-referenced items aligned to standards)
- 3 Constructed Responses
- (1 weighted more heavily)



milestone
(noun)

1. A stone by the side of a road that shows the distance in miles to a specified place.
2. An important point in the progress or development of something: a very important event

Implications for Instruction/Practices to Cultivate:

- Formative Assessment Practices
- Facilitate/Gradual Release
- Questions—DOK Levels 2-4
- Teacher Models
- Show work, detail thoughts, provide rationales, cite evidence to support answer or claim
- Close Reads (all content areas)
- Develop reading stamina
- "Cold Passages"
- Incorporate analysis of primary sources
- Use of rubrics
- Grammar in context



Office of Assessment and Personalized Learning

Address Questions to dianna.denton@cobbk12.org —Middle School Assessment Supervisor

In this first edition of the Milestone Messenger, sample test items have been provided to demonstrate the question types students will experience on the new test. It is recommended that teachers include these types of questions in their own assessments.

Sample ELA 7th Grade Items

Read the passage below. Then answer the questions that follow.

Fletcher Henderson – Pioneer of the Jazz Orchestra



Born in Cuthbert, Georgia in 1898, James Fletcher Henderson would one day become a famous American pianist and orchestra leader. But his childhood was not quite like that of other famous African-American jazz musicians. James’s mother was a teacher, and his father was a school principal.

While growing up, James was taught to play piano by his mother. After high school, he attended college at Atlanta University, where he graduated with a degree in chemistry and mathematics. James then planned to take graduate courses in New York City.

However, when he arrived there in 1920, he was exposed to the free-flowing, creative melodies of jazz music. At that time, jazz was a developing style of music that had its beginnings in the late 1800s. Brass bands made up of African-American musicians had played on plantations as early as the 1830s. As time had gone on, classical music, early blues music, and African-American folk music and rhythms all contributed their part to this vibrant music called jazz. As jazz grew in popularity, it was played by both African-American and white musicians. Variations such as “Swing” became highly successful.

Captivated by the joyous sounds of jazz, James decided to try his luck at playing jazz piano. He had learned to play at an early age, but jazz was new and exciting to him. He took to this music like a natural-born performer.

By 1923, he had taken the name Fletcher, or “Fletch” Henderson, and had begun to compose jazz music and direct an orchestra. Maybe it was his training in math and science that led Fletcher to take a different approach to jazz music. In other jazz bands, there was a more improvised, or unrehearsed feel to the music. Musicians followed a basic melody, but they went off on individual musical paths now and then, without following any written notes.

Fletcher thought a large professional orchestra needed to be more organized. He was one of the first writers of jazz arrangements for orchestra. He liked the unrehearsed or impromptu nature of smaller jazz bands but liked to have sections of his orchestra contrast their music with other sections. While most of the orchestra would be following the main melody, a smaller section would be playing another tune that contrasted with, but supported the main melody. In this way, the unrehearsed sounds of jazz were retained, but the whole orchestra was more organized. They could rehearse and improve their music ahead of each performance.

Many people gave Fletcher Henderson credit for starting the type of jazz and dance orchestras that became popular in the 1930s. He also attracted many talented musicians to his orchestra. Some of them later became famous, such as Louis Armstrong, Coleman Hawkins, and Roy Eldridge.

Fletcher Henderson also played an important part in the success of noted jazz musician Benny Goodman. Henderson helped Goodman organize and direct his orchestra. Among his most well-known musical arrangements were the “King Porter Stomp,” “Bugle Call Rag,” and “Wrappin’ It Up.” By the end of his career, the young man who had been on course for a career in science and chemistry had become the bandleader who set the Swing Era in motion.

Selected Response

Read this sentence from the article.

He took to this music like a natural-born performer .

If you were going to rewrite the sentence above using a different phrase with a meaning similar to **natural-born performer** , which of these sentences would be the **best** choice?

- A. He took to this music like a duck to water.
- B. He took to this music like a moth to a flame.
- C. He took to this music like there’s no tomorrow.
- D. He took to this music like a chip off the old block.

Constructed Response

Write a paragraph explaining how different details from the article demonstrate that Henderson was indeed “captivated” by jazz music.

Extended Response

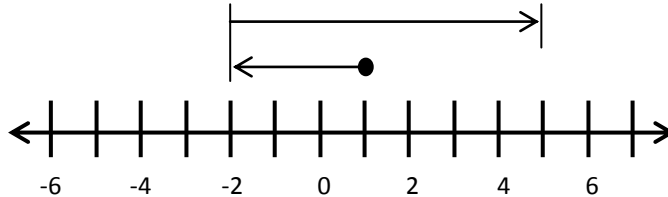
Until 1920, Fletcher Henderson spent much of his time studying chemistry and mathematics. Yet he was so inspired by the new jazz sound that he switched career paths, and devoted the rest of his life to music. So many people would agree that Fletcher Henderson must have felt music was important.

Explain why music is important to our culture. Use details from the article as well as your own personal experiences to support your ideas.

Grade 7 Mathematics Sample Items

Selected Response

Which expression is represented by the model below?



A. $-3 + 9$

B. $-3 + 7$

C. $-3 + 4$

D. $-3 + 0$

Constructed Response

You want to buy a new video game but don't have the money for it. You borrow \$60 from your mother to buy the game. Later that week, you mow three yards and earn \$15 per yard. You also babysit for 8 hours and earn \$4.50 per hour plus a tip of \$3. Do you have enough money to pay your mother back? If so, how much money do you have left? If not, how much money do you still need?

Constructed Response — A Poster

You are to make and present a poster showing what you have learned from your study of positive and negative rational numbers. Choose a theme for your poster. Be creative!

Choose four rational numbers. At least two of your numbers should be between -1 and 1 , one of which should be written as a decimal and the other should be written as a fraction. Two of the numbers should be positive and two of the numbers should be negative. Make your poster using the information below:

Comparing

- Use the $>$, $<$, and $=$ to compare your negative numbers.
- Graph all four numbers on a number line.

Absolute value

- Write the absolute value of each number and explain what is meant by absolute value.

Rules and common misconceptions

- List any rules you have found for computing with positive and negative numbers
- Give examples of common misconceptions students have when working with positive and negative numbers.

Number problems

- Create two addition problems; one using numbers with like signs and the other using numbers with different signs.
- Create two subtraction problems; one using numbers with like signs and the other using numbers with different signs.
- Create two multiplication problems; one using numbers with like signs and the other using numbers with different signs.
- Create two division problems; one using numbers with like signs and the other using numbers with different signs.
- Model three of your problems with different operational signs.

Three real-life problems with solutions

- Write three real-life problems involving rational numbers and solve to show their solutions.
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Grade 7 Social Studies Sample Item

Constructed Response

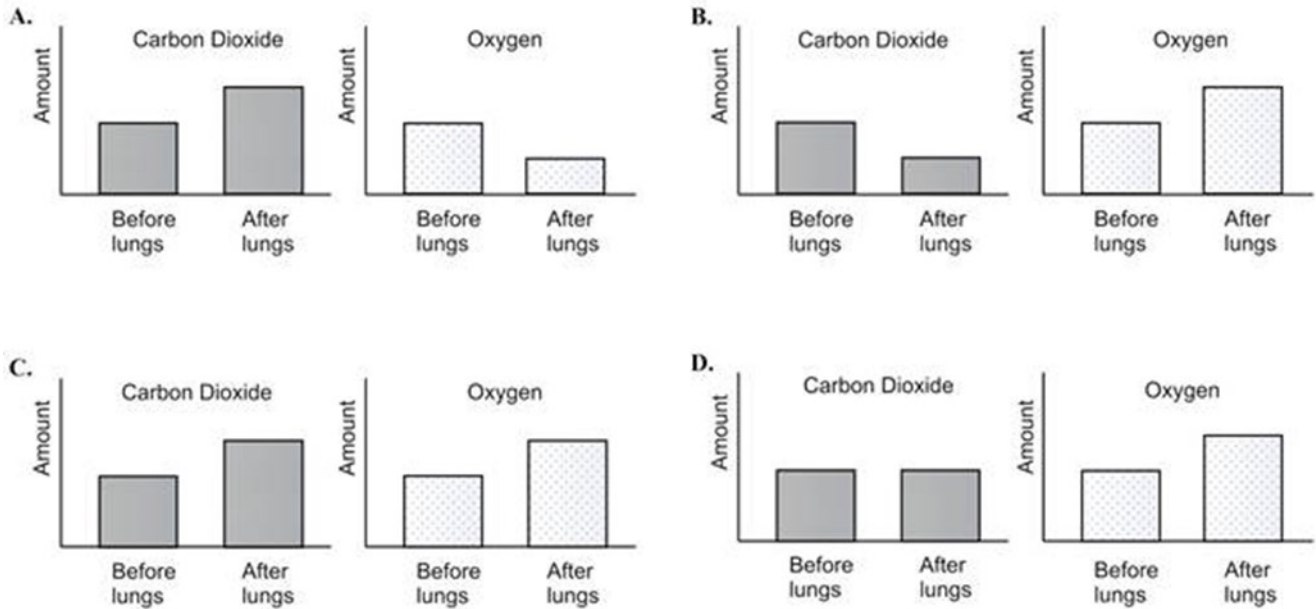
Suppose a country wants to protect their workers and industries from foreign competition.

Which of the following would best achieve their goal?

- A.** impose a tariff
- B.** engage in specialization
- C.** subsidize foreign competition
- D.** lower the GDP

Grade 7 Science Sample Item

A person measures the levels of carbon dioxide and oxygen in the blood before and after the blood passes through the lungs. Which of the following pairs of graphs shows the changes in carbon dioxide and the changes in oxygen in the blood before and after passing through blood vessels in the lungs?



Key Findings from Pilots of Formative Open-Ended Items

Overall performance shortfalls

Students are not familiar with these types of items and make the following errors:

- Many respond 'dnc' – as in 'do not know'
- Students did not “show” their work, detail their thoughts, provide rationales, or cite evidence to support their answer or claim
- The tendency is to cite the answer only – as if a multiple-choice item
- Students did not read carefully and answer all parts of the question/item



Georgia Milestones Content Weights
for the 2014-2015 School Year

The chart below shows the approximate weight for each domain on the Georgia Milestones End of Grade measures. Each Georgia Milestones measure is aligned to the state-adopted content standards.

Grade 7		
Content Area	Domain	Approximate Percent of Test
English Language Arts	Reading and Vocabulary	53%
	Writing and Language	47%
Mathematics	Geometry	23%
	The Number System	21%
	Ratios and Proportional Relationships	19%
	Statistics and Probability	20%
	Expressions and Equations	17%
Science	Cells and Genetics	35%
	Interdependence of Life	50%
	Evolution	15%
Social Studies	History	20%
	Geography	35%
	Government/Civics	20%
	Economics	25%

Georgia Department of Education

John D. Barge, State School Superintendent

September 5, 2014

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Supporting Resources:

Content Standards (frameworks, formative lessons) at www.georgiastandards.org

Evidence Statements (PARCC) at <http://www.parconline.org/assessment-blueprints-test-specs>

Accommodations Manual and FAQ

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Information-For-Educators.aspx>

Content Weights

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-Assessment-System.aspx>

Assessment FOR Learning Modules (more to come) <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Eliciting-Evidence-of-Student-Learning.aspx>

Sample items (more to come)

- Georgia OAS/GOFAR—available to CCSD September 30th-
www.georgiaoas.org
- PARCC— <http://practice.parcc.testnav.com/#>
- SBAC- <http://www.smarterbalanced.org/sample-items-and-performance-tasks/>
- NAEP- <http://nces.ed.gov/nationsreportcard/about/naeptools.aspx>
- Delaware Department of Education— http://www.doe.k12.de.us/aab/English_Language_Arts/linking_documents.shtml and http://www.doe.k12.de.us/aab/Mathematics/assessment_tools.shtml
- Kentucky Department of Education- <http://education.ky.gov/AA/items/Pages/K-PREPIItems.aspx>
- New York State Education Department- <http://www.engageny.org/resource/new-york-state-common-core-sample-questions>
- Louisiana Department of Education- <http://www.louisianabelieves.com/resources/library/practice-tests>
- Parent’s Guide- <http://www.pta.org/advocacy/content.cfm?ItemNumber=3816>
- Milestone Messenger - found on CCSD *Blackboard Learn* under Assessment 2014-2015

Resources Currently Under Construction:

- Student Study Guides
- Unit of Study for Writing Constructed/Extended Response