

Milestone Messenger

Cobb County School District- Middle School January Edition

Cobb Teaching and Learning System (CTLS) Update

- ◆ Item Bank - Selected Response and Constructed Response items for ELA and Math, grades 6-8 will begin development this Summer. These items will be available in CTLS item bank for use by teachers.
- ◆ SLO Pre/Post Assessment Results- SLO assessment data will populate in CTLS and will be available to inform instruction and determine student growth.

Other Updates:

- The extended-response analytic writing rubric will have weight adjustments. A higher weight will be attached to the areas of ideas, organization and coherence and less weight will be attached to language usage and conventions.
- **Beware** of teaching students to restate the question when responding to constructed response items. Students must be taught to only use terms that they understand. See example below:

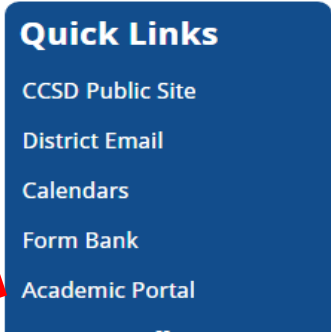
The word **copious** was used in the test question. Some students responded using the term inappropriately.

- "A **copious** amount of schools in Georgia have banned eating in class."
- "A **copious** amount of people have said eating while studying helps you learn more."
- "Students worry more about what to eat a **copious** amount more than they actually listen or attention to the teacher."

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- The Georgia Online Formative Assessment Resource (GO FAR) has been added to the Statewide Longitudinal Data System (SLDS)
 - GO FAR provides the ability for Districts and Schools to assign benchmark and formative test items/tests to students in order to obtain information about student progress and instructional practice.
 - Teachers and Administrators may view Exemplars and Rubrics in Item Preview.
 - The GOFAR dashboard is comprised of the following components:
 - ◆ Item Bank - Contains items that teachers can select to add to a test
 - ◆ Test Creation - Enables the teacher to create, edit, clone, preview or delete a test
 - ◆ Test Administration - Enables the teacher to assign, manage, report, print and score a test

How to Access GOFAR:

- Start on the Intranet and click on *Academic Portal* on the left and sign in



Quick Links

- CCSD Public Site
- District Email
- Calendars
- Form Bank
- Academic Portal**

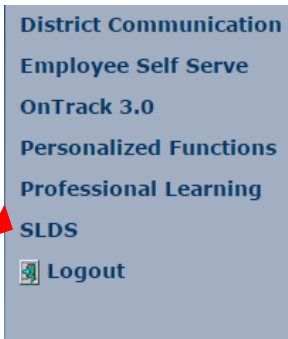
Welcome to Intranet Support

This site is available ONLY within the CCSD Local Area Netw and is not open to the general public. If you have any information that needs to be included or updated on this si contact the [Webmaster](#).

Updating the Support.Cobbk12.org Si

Over the next few weeks, we will be updating the Intranet s

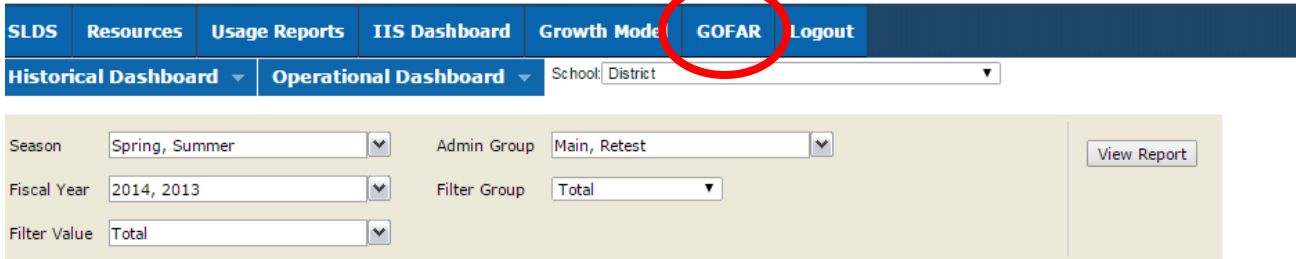
- Click on *SLDS*



- District Communication
- Employee Self Serve
- OnTrack 3.0
- Personalized Functions
- Professional Learning
- SLDS**
- Logout



- Once in the SLDS select the tab at the top that says GOFAR.



SLDS Resources Usage Reports IIS Dashboard Growth Model **GOFAR** Logout

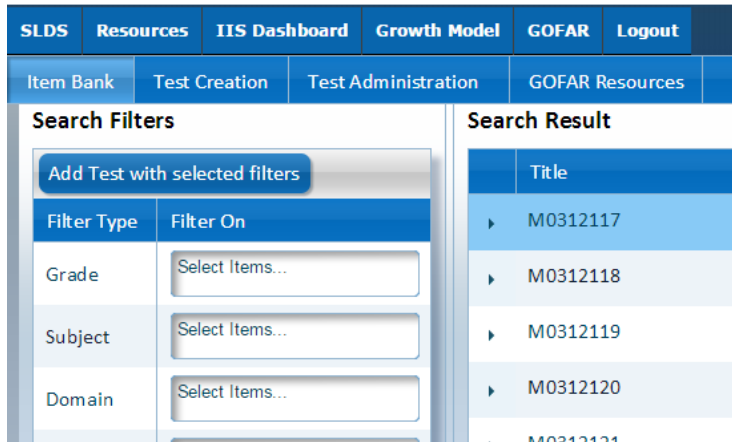
Historical Dashboard Operational Dashboard School: District

Season: Spring, Summer Admin Group: Main, Retest View Report

Fiscal Year: 2014, 2013 Filter Group: Total

Filter Value: Total

- Explore the drop-down menu



SLDS Resources IIS Dashboard Growth Model **GOFAR** Logout

Item Bank Test Creation Test Administration GOFAR Resources

Search Filters

Add Test with selected filters

Filter Type	Filter On
Grade	Select Items...
Subject	Select Items...
Domain	Select Items...

Search Result

Title
M0312117
M0312118
M0312119
M0312120
M0312121

Georgia Milestone 2015

7th Grade ELA Assessment Sample

Please read the selection below and then answer the questions that follow.

Dreaming of a New Song

Violins had always sung to Regina. Sometimes they sang softly from the walls where they hung in stately beauty at the music shop. Other times they sang tender classical music with trembling notes that only a violin could produce. So, on the day students at Stanway Middle School could sign up for a new orchestra program, Regina was the first in line.

After school, Regina all but danced at the dinner table when she told her mother about her opportunity.

“You want to play an instrument?” her mother asked in a surprised tone.

Regina sat up straighter, flushing a pale pink. She thought for a minute and remembered she didn't have the best sense of rhythm. She had not yet forgotten the appalling time at the school program when everyone was clapping on one beat, and she alone was clapping on another.

“I will practice every day and work as hard as I can Mom, I promise,” Regina replied with excitement.

Her mother smiled and shrugged, “If it's what you want, honey, then go for it. But keep in mind that I have no idea how to play anything at all, so I won't be able to help you.”

Regina decided she wouldn't need anyone's help, not even the teacher's. No one who knew her thought she could be a musician, but she'd succeed and surprise everyone. In their very first class lesson, the teacher, Ms. McKinney, showed them how to hold the violin properly, how to hold the bow like a fragile piece of glass, and how to rosin the bow to prevent squeaks while playing.



Regina used a lot of rosin, but apparently not enough. The first note she played sounded like the shrill, discordant feedback of a microphone. Regina flinched as her face flushed crimson red. Luckily, every single student played the same “cat screeching” sound as Regina. This had more to do with how they were holding the bow than how much rosin had been applied, according to Ms. McKinney.

But soon, her classmate Mary Anne was able to play a decent note in class. Then Jeremy, Tony, and Michael followed. Before the month was out, only Regina was left unable to make a single decent note from her bow and strings. When her teacher played for them, Regina felt as though she had been fitted for wings. She would close her eyes and simply fly away on the rainbow of notes that streamed across the room. When Ms. McKinney stopped playing, though, Regina was awakened from her daydream and remembered that her own instrument refused to do anything but hiss and squawk like a pirate’s seasick parrot.

One day, after class, when Regina was slowly packing up her violin after everyone else had left, Ms. McKinney stopped by her seat and said, “Regina, do you still want to learn to play violin? There are other instruments, you know, and not everyone is happy playing the violin.”

Panic settled in Regina's stomach like an unwelcome anchor. “Please don’t kick me out, Ms. McKinney! I promise I’ll work even harder!”

“I don’t doubt that you are working hard. Maybe you can come to after-school tutoring, then, if you’d like to continue?”

Regina had really wanted to prove she could do this by herself. But instead, by floundering around without extra help, she was ruining her chance to learn an instrument she loved.

Swallowing her pride hurt like the time she had accidentally swallowed a jagged piece of candy. It scraped all the way down, but it had to be done. “I’d like that. Thank you, Ms. McKinney.”

The extra practice sessions meant more blushes, more sweat, more agony, but it also meant slow improvement. She strengthened her arms with exercises and memorized sheet music, but the clear notes of her peers still eluded her.

One night, after another night of making “donkey hee-haw” noises with her beautiful instrument, she sat on the edge of her bed. This wasn’t working, though she had wanted it to so badly. She would stop beating her head against the wall, Regina decided. She would quit taking violin lessons.

As soon as she decided to stop taking lessons, Regina felt a great weight lifted from her shoulders. She took a deep breath, smiling. She still held the violin and bow in her hands, so she lifted them into position in order to say goodbye with one final note.

She drew the bow across the strings, with no pressure, no hope, nothing but a gratefulness that she had gotten a chance to live her dream, even if she had failed. And finally, in that moment, her violin sang to her, causing her heart to feel as though it vibrated to the rhythm of the strings.

The proper grip sank into her fingers, where she wouldn't forget it again. She knew she still had a lot of work to do to improve, but it would be worth every minute of practice that it took. By gripping her dream too tightly, she had almost let it run right through her fingers. Now, she was just where she wanted to be—gently holding onto the violin she had always dreamed of playing. Finally, the dream was real.

Read the following paragraph that appears near the end of the story.

One night, after another night of making “donkey hee-haw” noises with her beautiful instrument, she sat on the edge of her bed. This wasn't working, though she had wanted it to so badly. She would stop beating her head against the wall, Regina decided. She would quit taking violin lessons.

In the story's conclusion, Regina is alone in her bedroom. Rewrite the conclusion of the story. In your conclusion, change the setting and include dialogue between Regina and one of the other characters from the story (Regina's mother, Ms. McKinney the music teacher, or one of Regina's fellow orchestra students). Be sure your conclusion follows the narrated experiences and events of the story.

Answer with complete sentences, and use correct punctuation and grammar.

Rubric		
Score	Designation	Description
4	Thoroughly Demonstrated	The student provides a well-crafted new conclusion to the story, which includes dialogue between Regina and one of the other characters, and changes the setting. The conclusion clearly follows the narrated experiences and events of the story. The response must demonstrate a thorough command of the conventions of standard English. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.
3	Clearly Demonstrated	The student provides a correctly executed new conclusion to the story which includes some dialogue between Regina and one of the other characters, and changes the setting. The conclusion follows some of the narrated experiences and events of the story. The response must demonstrate a command of the conventions of standard English. There may be a few distracting errors in grammar and usage, but meaning is clear.
2	Basically Demonstrated	The student provides a new conclusion to the story and includes some dialogue or change in setting. The student has difficulty following the narrated experiences and events of the story. The response may demonstrate an inconsistent command of the conventions of standard English. There are a few patterns of errors in grammar and usage that may occasionally impede understanding.
1	Minimally Demonstrated	The student attempts to provide a new conclusion, but the result is incomplete and does not include dialogue or a change in setting. OR The conclusion is primarily a direct summary of the original experiences and events of the story. The response may demonstrate limited command of the conventions of standard English. There are multiple distracting errors in grammar and usage that impede understanding.
0	Incorrect or Irrelevant	The response is incorrect or irrelevant.

Student Exemplar- Score 4

Regina walked to the kitchen and gently laid her beloved violin on the kitchen table. Her mother, who was rinsing vegetables at the sink, turned around and saw the sorrowful look on her daughter's face.

"Practice not going so well, hon?"

"Mom, I need to call Ms. McKinney and tell her I am giving up the violin." Regina could sense the arguments her mother was about to pepper her with and quickly added "I have tried and tried; you know I have taken all the extra tutoring, but I am still worse than all the other students."

Instead of arguing, her mother dried her hands and slowly, almost reverently, picked up the violin and bow. "I will be sorry to have it go, Reg. Now, how do you do this?" She tucked the violin against her shoulder, and sawed the bow across the strings. The sound was worse than even Regina's first try, and the surprised look on her mother's face at the dreadful result drew a laugh from Regina, even in her depressed state.

"Oh, mom! Here, I'll show you. You are grabbing it too tight and pushing down too hard". Regina took the instrument and easily, almost without thinking, slid the bow easily across the strings while her fingers neatly fell into place to make the chord. To her shock, she had actually played the note beautifully!

There would be a lot more work and practice after that, and many times when Regina struggled, she knew she would ultimately succeed. Never again did she speak or dream of giving up the violin.

Student Sample- Score 3

Failure after failure, Regina lost hope. "Why can't I do this!?" Regina yelled. "Regina, just relax. Give it another try." Ms. McKinney recommended. Regina took a death breath, closed her eyes, and held the violin closely, and the harmony of the violin sang through the classroom. Regina kept playing, and the other students turned towards her cheering and clapping. Regina felt special and was happy she didn't give up.

Anecdotal Commentary

The student clearly provides a correctly executed new conclusion to the story which includes some dialogue between Regina and one of the other characters (*"Why can't I do this!?" Regina yelled. "Regina, just relax. Give it another try." Ms. McKinney recommended*) and changes the setting (*the harmony of the violin sang through the classroom*). The conclusion clearly follows some of the narrated experiences and events of the story (*Regina felt special and was happy she didn't give up*). The response demonstrates a thorough command of the conventions of standard English. Though there are a few minor errors in spelling, meaning is clear throughout the response.

Student Sample- Score 2

On the phone, Regina called Mary Anne over to teach her to play the violin. Mary Anne reached there and they sat at the bed's edge and opened the window to let the col brezze to come in. Mary Anne said, "Lets start with how you hold the violin and the bow." Regina showed how she holds the violin. She did have some mistakes, but Mary Anne fixed it. Regina said, "Lets start with the basic notes." They both start playing, and soon she got the beat to it. Mary Anne said, "Goodbye."

Anecdotal Commentary

The student provides a new conclusion to the story (*On the phone, Regina called Mary Anne over to teach her to play the violin*) which includes some dialogue between Regina and one of the other characters (*Mary Anne said, "Lets start with how you hold the violin and the bow." Regina showed how she holds the violin. . . Regina said, "Lets start with the basic notes."*). The setting is changed (*Mary Anne reached there and they sat at the bed's edge and opened the window to let the col brezze to come in*). The student has difficulty following the narrated experiences and events of the story (*She did have some mistakes. . . They both start playing, and soon she got the beat to it. Mary Anne said, "Goodbye."*). The response demonstrates a command of the conventions of Standard English. There are a few distracting errors in grammar and spelling that occasionally impede understanding.

Student Sample – Score 1

One night, after another night of makeing "donkey hee-haw" noises her mother asked if she wanted help regina refused. Regina pased flustratingly attempting to play but faliling. Her mother finlly took out a old trumpet and asked nicely for her to try it.rigena was a natrual she play songs flawlessly,so she found her insterment.

Anecdotal Commentary

The student attempts to provide a new conclusion (*Her mother finlly took out a old trumpet and asked nicely for her to try it.rigena was a natrual she play songs flawlessly,so she found her insterment*), but the result is incomplete and does not include dialogue or a change in setting. The response demonstrates a limited command of the conventions of Standard English (*Regina pased flustratingly attempting to play but faliling*). Errors impede understanding.

Student Sample – Score 0

One day before school, let out Regina's mom came to see Ms.McKinney so that she can see how hard it was to play the same instrument.

Anecdotal Feedback

The response is an incomplete response that does not address the task.