

TESTING 101 FOR PARENTS & FAMILIES

ENGAGING PARENTS AND FAMILIES TO SUPPORT STUDENT GROWTH AND
ACHIEVEMENT

*A BRIDGE INITIATIVE & PHILOSOPHY
STRATEGY*

DEKALB COUNTY SCHOOL DISTRICT
MARCH 2014

MR. MICHAEL THURMOND,
SUPERINTENDENT



March 24, 2014

GOALS OF THE PRESENTATION

- 1.** To ensure parents are aware of critical information related to standardized tests
- 2.** To provide parents ideas and resources they may use to help students prepare to be successful
- 3.** To engage parents in their role which helps students demonstrate growth and achievement
- 4.** To share with parents how DeKalb is preparing students to demonstrate growth and achievement

March 24, 2014

GRADES 3-8 TESTING INFORMATION

.....
UNDERSTANDING THE CRCT

WHAT IS THE CRCT OR CRCT-M?

- CRCT is the acronym for Criterion-Referenced Competency Test
- The CRCT is the standardized test administered to students in grades 3-8
- The CRCT-M is the CRCT Modified (Reduced number of problems but same grade-level content)
- The CRCT has five subtest as follows:
 - Reading
 - English/Language Arts
 - Mathematics
 - Science
 - Social Studies

March 24, 2014

WHAT DOES THE CRCT MEASURE?

- The CRCT measures whether a student is meeting or exceeding grade-level content standards
- Each test measures content standards in specific domain areas
- Each domain area is weighted



Content Weights for the Criterion-Referenced Competency Tests (CRCT) for the 2013-2014 School Year

The chart below shows the approximate weights for domains on the CRCT subject assessments. Due to rounding the percents may be not always sum to exactly 100%. All CRCT assess the state-mandated curriculum. The CRCT Content Descriptions provide more details as to the specific skills and knowledge that a student is required to demonstrate on the tests. These documents may be found at <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/CRCT-Content-Descriptions.aspx>

Grade	Approximate Percent of Test					
	3	4	5	6	7	8
READING						
Literary Comprehension	45%	40%	40%	40%	40%	40%
Reading for Information	35%					
Information and Media Literacy		40%	40%	45%	45%	45%
Reading Skills and Vocabulary Acquisition	20%	20%	20%	15%	15%	15%
ENGLISH LANGUAGE ARTS						
Grammar and Sentence Construction	60%	40%	40%	40%	30%	30%
Research and Writing Process	40%	60%	60%	60%	70%	70%
MATHEMATICS						
Number and Operations	50%	52%	55%	28%	23%	20%
Measurement and Data Analysis	30%	26%	20%			
Geometry and Measurement				19%		
Geometry	10%	12%	15%		23%	27%
Algebra	10%	10%	10%	35%	34%	41%
Data Analysis and Probability				18%	20%	12%
SCIENCE						
Earth Science	34%	40%	30%			
Life Science	33%	30%	40%			
Physical Science	33%	30%	30%			
Geology				40%		
Hydrology and Meteorology				40%		
Astronomy				20%		
Cells and Genetics					35%	
Interdependence of Life					50%	
Evolution					15%	
Structure of Matter						30%
Force and Motion						30%
Energy and Its Transformation						40%
SOCIAL STUDIES						
History	30%	50%	50%	29%	20%	47%
Geography	20%	15%	15%	31%	35%	12%
Government/Civics	30%	20%	20%	15%	20%	25%
Economics	20%	15%	15%	25%	25%	16%

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John D. Barge, State School Superintendent
August 7, 2013 • Page 1 of 1
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HOW IS THE CRCT SCORED?

The CRCT is scored on the following scale:

- ❑ 0-799 (Not Meeting Standards)
- ❑ 800-849 (Meeting Standards)
- ❑ 850-900 (Exceeding Standards)

0-799	800-849	850-900
Level 1 Not Meeting Standards	Level 2 Meeting Standards	Level 3 Exceeding Standards

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THE PROMOTION REQUIREMENTS

The Georgia Promotion, Placement, and Retention law (O.C.G.A., Section 20-2-282 through 20-2-285) and State Board of Education Rule 160-4-2-.11 mandate the following:

3rd Grade students must pass reading to be promoted to 4th Grade

5th Grade students must pass reading and math to be promoted to 6th Grade

8th Grade students must pass reading and math to be promoted to 9th Grade



WHAT IS THE CRCT FORMAT?

- Directions are read aloud
- Each subject test has two timed sections
- Each section is 45-70 minutes
- A short break of about 10 minutes is required between each section



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HOW MANY QUESTIONS ARE ON EACH TEST?

Subject	CRCT	CRCT-M
Reading	50	40
English Language Arts	60	50
Mathematics	70	60
Science	70	No CRCT-M
Social Studies	70	No CRCT-M



March 24, 2014

WHAT ARE DEKALB'S TEST DATES?

CRCT

Administration

April 22-May 1

Remediation

May 2-19

Retest

May 20-22

EOCT

Administration

May 5-12

Remediation

As needed

Retest

Summer 2014

HOW ARE THE CRCT RESULTS REPORTED?

- Student Score Label (placed on student cum folder)
- Individual Student Report
- Performance Level 1 Roster
- Class Report
- Performance Summary Report (Class, School, District)
- Summary Report of All Student Populations
- Parents may obtain student reports from the school



GRADES 9-12 TESTING INFORMATION

.....
UNDERSTANDING THE EOCT

WHAT IS THE EOCT?

- **EOCT is the acronym for End of Course Test**
- **The EOCT is the test administered to students in specific high school courses**
- **The EOCTs are as follows:**
 - 9th Grade Literature and Composition
 - American Literature and Composition
 - Coordinate Algebra
 - Mathematics II
 - Analytic Geometry (Began Winter 2013)
 - Physical Science
 - Biology
 - US History
 - Economics/Business/Free Enterprise



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WHAT DOES THE EOCT MEASURE?

- The EOCT for each course measures whether a student is meeting or exceeding course content standards
- Each test measures content standards in specific domain areas
- Each domain area is weighted
- Each test is 90-120 minutes and timed
- The EOCT counts **15%** if enrolled in HS prior to July 2011 or **20%** if enrolled in high school after July 2011
- Students must earn a scale score of 400 or grade converted score of 70 to pass the EOCT



End-of-Course Tests (EOCT) Content Weights for the 2013-2014 School Year

The chart below shows the approximate weights for domains on each EOCT. All EOCT are aligned to the state mandated curriculum. The EOCT Content Descriptions provide more details as to the specific skills and knowledge that a student is required to demonstrate on the tests and are located at <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/EOCT.aspx>.

End-of Course Test	Domain	Approximate Percent of Test
Ninth Grade Literature and Composition	Reading (Literary and Informational)	35%
	Speaking and Listening	25%
	Writing	20%
	Language	20%
American Literature and Composition	Reading (Literary and Informational)	40%
	Speaking and Listening	20%
	Writing	20%
	Language	20%
Coordinate Algebra	Algebra and Functions <i>(includes Number and Quantity)</i>	60%
	Algebra Connections to Geometry	25%
	Algebra Connections to Statistics and Probability	15%
	Geometry	60%
Analytic Geometry	Expressions, Equations, and Functions	18%
	Number and Quantity	11%
	Statistics and Probability	11%
	Algebra <i>(includes Number and Operations)</i>	39%
Mathematics II: Geometry/Algebra II/Statistics	Geometry	35%
	Data Analysis and Probability	26%
	Geometry	70%
	Algebra	15%
Geometry	Data Analysis and Probability	15%
	Cells	17.5%
	Organisms	17.5%
Biology	Genetics	25%
	Ecology	25%
	Evolution	15%
	Chemistry: Atomic and Nuclear Theory and the Periodic Table	25%
Physical Science	Chemistry: Chemical Reactions and Properties of Matter	25%
	Physics: Energy, Force, and Motion	25%
	Physics: Waves, Electricity, and Magnetism	25%

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End-of Course Test	Domain	Approximate Percent of Test
U.S. History	Colonization through the Constitution	19%
	New Republic through Reconstruction	19%
	Industrialization, Reform, and Imperialism	16%
	Establishment as a World Power	24%
	Modern Era	22%
Economics/Business/ Free Enterprise	Fundamental Economic Concepts	20.5%
	Microeconomic Concepts	22%
	Macroeconomic Concepts	20.5%
	International Economics	18%
	Personal Finance Economics	19%

HOW IS THE EOCT SCORED?

The EOCT is scored on the following scale:

- ❑ 200-399 (Not Meeting Standards)
- ❑ 400-449 (Meeting Standards)
- ❑ 450-600/650/750 (Exceeding Standards)

200-399 or 0-69	400-449 or 70-89	450—600/650/750 or 90-100
Level 1 Not Meeting Standards	Level 2 Meeting Standards	Level 3 Exceeding Standards

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EOCT PERFORMANCE INDICATORS



Performance Indicators

Raw scores (number correct) of items are converted to scale scores, which make it possible to standardize the reporting for all forms of the Georgia End of Course Tests (EOCT) for a given subject area. Each time a test is administered, a new form of that test has been equated with previously administered forms to adjust for differences in difficulty, and the scores on the different forms share the same reporting scale.

The EOCT scores are reported on a scale that can range from 200 to above 450 for GPS-based tests. The minimum and maximum scale scores for the different subject areas differ because the subject area tests vary in length and their relative difficulty. As the table shows, the cut score that indicates a student is **meeting** the EOCT standard is 400 for GPS-based tests. The cut score that indicates a student is **exceeding** standard is 450 for GPS-based tests.

A statewide committee of Georgia educators, using a procedure approved by the State Board of Education, determined the cut scores for meeting the standard and exceeding the standard for each test. The performance level classification for each student is determined by the scale score

associated with the total number of questions a student gets correct on an EOCT.

In addition to a scale score for each test, a grade conversion scale, ranging from 0 to 100, also describes student performance on an EOCT. The grade conversion scale is helpful because it can be more readily incorporated into course grades than can scale scores.

	Performance Level 1: Does Not Meet Expectations		Performance Level 2: Meets Expectations		Performance Level 3: Exceeds Expectations	
	Scale Score	Grade Conversion	Scale Score	Grade Conversion	Scale Score	Grade Conversion
Grade 9 Lit.	200 to 399	0 to 69	400 to 449	70 to 89	450 to 600	90 to 100
American Lit.	200 to 399	0 to 69	400 to 449	70 to 89	450 to 600	90 to 100
Biology	200 to 399	0 to 69	400 to 449	70 to 89	450 to 650	90 to 100
Physical Science	200 to 399	0 to 69	400 to 449	70 to 89	450 to 750	90 to 100
US History	200 to 399	0 to 69	400 to 449	70 to 89	450 to 650	90 to 100
Economics	200 to 399	0 to 69	400 to 449	70 to 89	450 to 650	90 to 100
Mathematics I	200 to 399	0 to 69	400 to 449	70 to 89	450 to 600	90 to 100
Mathematics II	200 to 399	0 to 69	400 to 449	70 to 89	450 to 600	90 to 100

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HOW ARE THE EOCT RESULTS REPORTED?

- Preliminary On-Demand Reports (Online)
- Preliminary Class Rosters
- Class Roster Reports
- Individual Student Reports
- Student Report Labels
- Summary Reports (Class, School, District & Subgroups)
- Content Area Summary Reports
- Parents may obtain student reports from the school



THE GEORGIA STUDENT GROWTH MODEL (GSGM) REPORT

.....
UNDERSTANDING GROWTH AND ACHIEVEMENT

A NEW REPORT FOR GROWTH AND ACHIEVEMENT

- ❑ Georgia Student Growth Model (GSGM) Report
- ❑ Reports the *Student Growth Percentile (SGP)*—A measure of which describes how a student grows relative to his/her academically-similar peers
- ❑ The SGP ranges from **1** to **99** and is grouped as *low, medium, or high*
- ❑ Reflects both *growth* and *achievement* for current year
- ❑ Provides projections and growth targets for next year
- ❑ Parent should obtain the GSGM Report from their child's school

March 24, 2014

Student **Student, Sample** Grade **4**
 Birthdate **06/2003** System **Friendly County** 999
 GTID **1234567890** School **Central Elementary School** 9999

Georgia Student Growth Model (GSGM) Report CRCT / 2012-2013

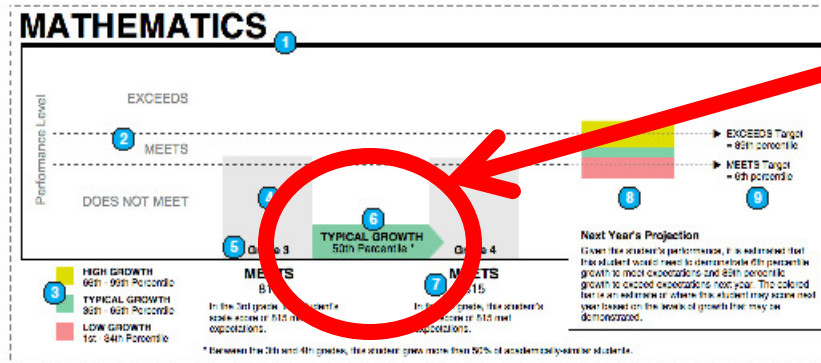
This **Georgia Student Growth Model Report (GSGM)** provides information on your student's academic progress during the 2012-2013 school year. However, instead of describing growth in terms of the number of scale score points gained or lost, this model provides you with **Student Growth Percentiles (SGPs)**. Percentiles are not percentage correct scores, nor do they tell you anything about your student's achievement level. An **SGP** describes how much your student grew relative to academically-similar students – or other students across Georgia with the same achievement score history.

SGPs range from 1 (lowest growth) to 99 (highest growth). For example, a 5th-grade reading SGP of 60 would mean that the student grew more than 60% of 5th-grade students with a similar history of reading achievement. Conversely, 40% grew more than this student. In other words, SGPs take into consideration where your student started when describing how much growth he or she demonstrated. With SGPs, students of all achievement levels – low and high – have the opportunity to demonstrate all levels of growth – low and high.

The interpretive guide below will assist you in understanding what all of the numbers, bars, colors, and arrows mean. On the next two pages, you will find growth reports for your student by content area. The back page includes additional information on understanding and interpreting SGPs. We hope this student growth report provides you with a new, insightful way of understanding your student's academic progress.

Page 1

How to Interpret the Georgia Student Growth Model (GSGM) Report / CRCT

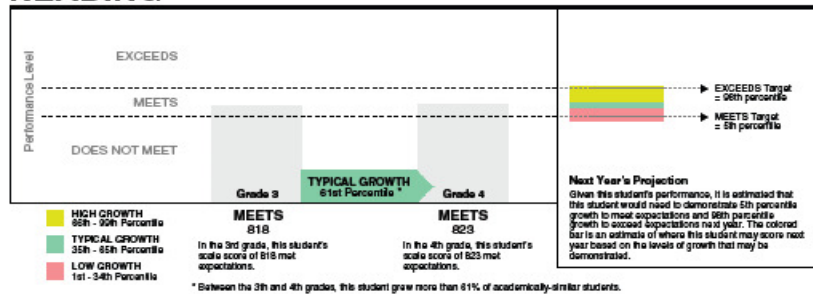


Student
Growth
Percentil
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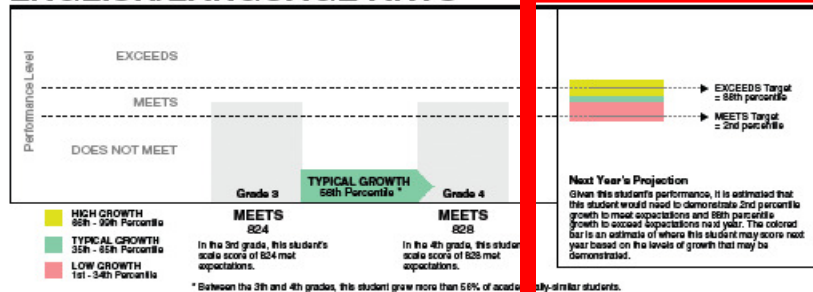
1-99



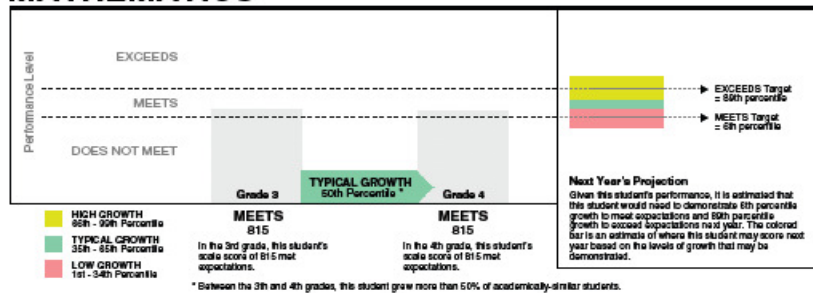
READING



ENGLISH/LANGUAGE ARTS



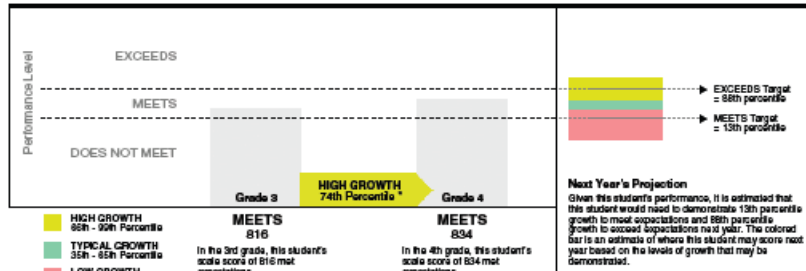
MATHEMATICS



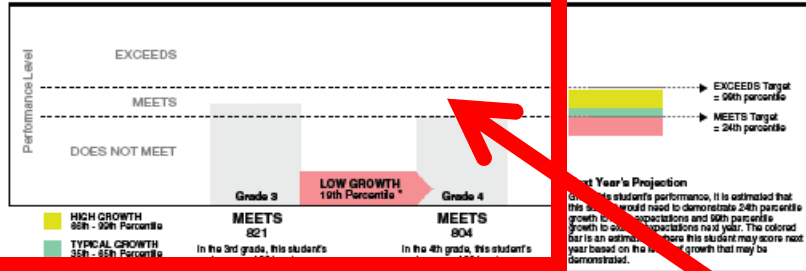
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Projectio
n &
Target for
Next Year

SCIENCE



SOCIAL STUDIES



Most Recent Achievement for each subject

Understanding Your Student's Academic Growth

Test scores provide important information about your student's level of achievement – including how well your student has mastered the state's content standards. However, achievement by itself is only half of the story. While achievement can tell us whether or not your student has met expectations for a grade, it does not tell us how much progress your student has made from the previous year. For example, Anna may have fallen short of grade level proficiency for two consecutive years but may have made considerable progress. Even though she hasn't met expectations yet, high growth may get her there. Similarly, Jack may score at a very high level for two consecutive years but failed to make considerable progress. Even though he is high-achieving, he could make even more progress.

It is important to remember that SGPs are just one way to look at student performance. It is also necessary to consider all aspects of student performance – such as standardized test scores, classroom performance, and teacher observations – along with SGPs when having conversations about the best way to support or accelerate your student's academic performance.

Frequently Asked Questions (FAQs)

What are scale scores and performance levels?

Scale scores provide a measure of achievement that allows for comparisons across students or administrations within the same grade and content area. The scores are grouped into three performance levels – Does Not Meet, Meets, Exceeds – which indicate whether or not a student met the state's test performance standards for that grade and content area.

What is a student growth percentile (SGP)?

A student growth percentile (SGP) describes how much a student grew relative to academically-similar students – or other students across Georgia with the same achievement score history.

What are growth levels?

SGPs range from 1 (lowest growth) to 99 (highest growth) and are grouped into three growth levels – low, typical, and high. A student who demonstrates low growth generally will struggle to maintain his/her current level of achievement and could possibly lose ground. A student who demonstrates typical growth generally will maintain or moderately improve academically. A student who demonstrates high growth generally will make greater improvements academically.

What do the growth projections and targets tell me?

Growth projections estimate where a student may score on next year's assessment for all possible levels of growth (low, typical, and high) that may be demonstrated next year. Growth targets (expressed as an SGP) estimate the level of growth a student needs to demonstrate to meet or exceeds on next year's assessment.

What is the difference between achievement and growth?

Achievement is a snapshot look at whether your student did not meet, met, or exceeded the state's expectations for that grade and content area. Growth looks at how much your student has progressed from one year to the next – whether or not he or she met the state's achievement expectations. Students of all achievement levels can demonstrate all levels of growth. For example, a student who did not meet expectations on the assessment could still have demonstrated high growth. This could mean that he or she is on track to meet expectations in the future. Alternatively, a student who exceeded expectations on the assessment could have demonstrated low growth. That would mean that for this high-achieving student, his/her academic peers demonstrated higher growth.

Is this an apples-to-apples comparison?

Yes, a student's SGP is relative to other students across the state of Georgia with the same achievement history. In other words, low-achieving students are compared to low-achieving students and high-achieving students are compared to high-achieving students. This means that students of all achievement levels can demonstrate all levels of growth.

What do I do with this information?

Previously, CRCT scores alone could only tell you whether or not your student met expectations. Now, with SGPs, you have additional information on how much progress your student made. Your student's SGPs and growth levels tell you how much he or she grew relative to academically-similar students. The growth targets for next year can help you determine if additional supports – beyond the standard classroom environment – may be necessary to help your student meet expectations. The best course of action is to work with your student's teacher(s) about the best way to support or accelerate your student's academic performance.

Visit gsgm.gadoe.org for more information on understanding and interpreting this student growth report. Here you will find detailed explanations, videos, and interactive tools to help you explore all of the exciting information that the GSGM provides.

Q & A

HOW SHOULD STUDENTS PREPARE FOR SUCCESS?

DEMONSTRATING GROWTH AND ACHIEVEMENT

LEARNING AND READING EVERY DAY

- Attend class daily and learn the standards everyday**
 - Click to learn about the [Common Core State Standards](#)
 - Click to read about [Georgia Standards](#)
- Read daily on your Lexile level to improve your reading**
- Ask higher order questions such as why and how**
- Summarize what you read and learn**
- Apply what you learn**
- Practice the test taking strategies**



THE FIVE TEST TAKING STRATEGIES

1. Write on the test
2. Read the directions carefully
3. Narrow answer choices through elimination
4. Avoid extraneous or irrelevant, unnecessary, or unrelated detail(s)
5. Choose the best answer and don't leave any blanks



March 24, 2014

UTILIZE INSTRUCTIONAL RESOURCES

.....
TO SUPPORT GROWTH AND ACHIEVEMENT

LEXILE RESOURCES

The screenshot shows a web browser window displaying the Lexile Framework for Reading page. The browser's address bar shows the URL: <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Lexile-Framework.aspx>. The page title is "Lexile Framework for Reading". The breadcrumb trail reads: "Georgia Department of Education > Curriculum, Instruction and Assessment > Assessment Research, Development and Administration > Lexile Framework for Reading".

On the left side, there is a navigation menu with the following items: Accountability; **Assessment Research, Development and Administration**; Career, Technical and Agricultural Education; Curriculum and Instruction; School Psychological Services; Special Education Services and Supports; Student Support Teams; and State Schools.

Lexile Framework for Reading

What is the Lexile Framework?

The Lexile® Framework is an educational tool that links text complexity and readers ability on a common scale metric known as the Lexile. The Georgia Department of Education has worked with MetaMetrics, the developers of the Lexile Framework, for several years to establish the relationship of state-wide assessments and the Lexile scale. Students who take the reading CRCT or CRCT-M or the EOCT in English Language Arts now receive Lexile measures along with their CRCT or EOCT scale score. These Lexile measures can be used to match readers with texts targeting the student's reading ability; such targeting reading material is essential for growth in reading ability and helps to monitor student progress towards reading.

MetaMetrics has revised the Lexile map to reflect the text complexity that students should reach by the end of high school in order to be college and career ready. The map provides a graphic representation of texts and titles matched to appropriate levels of reading ability.

- [Georgia's Lexile Map 11 x 17](#)
- [Georgia's Lexile Map 8.5 x 11](#)
- [Georgia's Summer Reading Challenge](#)

Lexiles & Common Core Standards

Georgia's rigorous content standards promote that students should be ready for college and career upon exiting high school. The most important factor for readiness is a student's ability to read and understand texts of steadily increasing complexity as they progress through school. The Lexile® Framework provides valuable insights into student readiness by

An orange callout box with the text "Read about Georgia's Summer Reading Challenge" has a red arrow pointing to the "Georgia's Summer Reading Challenge" link in the list above. The link is also circled in red.

The Windows taskbar at the bottom shows icons for Internet Explorer, Google Chrome, File Explorer, OneDrive, and Adobe Reader. The system tray on the right shows the time as 6:47 PM and the date as 3/21/2014.

LEXILE RESOURCES

Grades	CCSS Lexile Text Range
1	190L - 530L
2 - 3	420L - 820L
4 - 5	740L - 1010L
6 - 8	925L - 1185L
9 - 10	1050L - 1335L
11 - 12	1185L - 1385L

Please see your school's Librarian for more Lexile information.



DEKALB'S VIRTUAL TOOLBOX

- ❑ Instructional Resources
- ❑ DeKalb's Virtual Toolbox
- ❑ The CRCT Practice of Study Guides
- ❑ The EOCT Practice or Study Guides
- ❑ Georgia Online Assessment System
- ❑ **USAtestprep for all high school students**

❖ *Obtain username and password from teacher*



DEKALB'S STUDENT VIRTUAL TOOLBOX

The screenshot shows a web browser window displaying the DeKalb County School District's Instructional Technology page. The browser's address bar shows the URL its.dekalb.k12.ga.us/StudentVirtualToolbox.aspx. The page features the DeKalb County School District logo and the date Friday, March 21, 2014. A navigation menu includes links for DISTRICT HOME, INFORMATION TECHNOLOGY, and CURRICULUM & INSTRUCTION. The main content area is titled "INSTRUCTIONAL TECHNOLOGY" and "STUDENT VIRTUAL TOOLBOX". It lists various digital resources: BRAINPOP, CAPSTONE-PEBBLEGO, DESTINY LIBRARY MANAGER, DISCOVERY SCIENCE, EXPLORE LEARNING GIZMOS, FIRST IN MATH, REFLEX MATH, STAR READING MATH EARLY LITERACY, TEACHING BOOKS, and WORLD ALMANAC. A central section titled "Digital Instructional Software and Resources" provides a brief description and a grid of buttons for each resource. A link at the bottom of this section offers a printable copy of the guide. The Windows taskbar at the bottom shows several open applications, including Georgia Lexile and Lexile Map, and the system clock displays 7:15 PM on 3/21/2014.

Online Assessment S x Student Virtual Tool x
its.dekalb.k12.ga.us/StudentVirtualToolbox.aspx
Friday, March 21, 2014

DeKalb County School District

INSTRUCTIONAL TECHNOLOGY

[DISTRICT HOME](#) [INFORMATION TECHNOLOGY](#) [CURRICULUM & INSTRUCTION](#)

INSTRUCTIONAL TECHNOLOGY
STUDENT VIRTUAL TOOLBOX

- BRAINPOP
- CAPSTONE-PEBBLEGO
- DESTINY LIBRARY MANAGER
- DISCOVERY SCIENCE
- EXPLORE LEARNING GIZMOS
- FIRST IN MATH
- REFLEX MATH
- STAR READING MATH EARLY LITERACY
- TEACHING BOOKS
- WORLD ALMANAC

Digital Instructional Software and Resources
DCSD provides access to several web-based resources for teachers and students that support teaching and learning. Below are the current instructional software programs and digital content currently available for the 2013-2014 school year.

BrainPOP	Capstone PebbleGo	Destiny Library Manager	Discovery Science
Explore Learning Gizmo	First in Math	Reflex Math	STAR Reading, Math, Early Literacy
Teaching Books	World Almanac Kids & World Almanac	World Book Encyclopedia	

[Click here to download a printable copy of the guide](#)

Georgia Lexilepdf Lexile Map_8.5....pdf Show all downloads...

7:15 PM 3/21/2014

ch 24, 2014

ONLINE ASSESSMENT SYSTEM

The screenshot shows a web browser window with the URL www.georgiaoas.org/servlet/a2l. The page header features the Georgia Department of Education logo and the text "Online Assessment System" with a photo of a young boy. Below the header is a navigation bar with buttons for "Home", "Parents", "Schools", "Training", and "Support". A login section titled "OAS Logon" includes fields for "Logon ID:" and "Password:" with "Login" and "Clear" buttons. A note below the login fields reads: "Disable your popup blocker or hold your CTRL key down while clicking the Login button". The main content area features the "OAS Georgia's Online Assessment System" logo and a paragraph of text: "The Georgia Department of Education (GaDOE) is pleased to continue providing the 2013-2014 release of the Georgia Online Assessment System (OAS). The OAS represents a dedicated resource for schools, districts, classroom teachers, students and parents that allows for ongoing classroom instruction and student learning. This site allows educators to have access to test items aligned to the state mandated curriculum to develop assessments that inform teaching and learning. It allows students and parents transparency on the expectations placed on students relative to improving student achievement. This system is another resource available and designed to help all Georgia educators, students and parents as part of our common goal in Making Education Work for All Georgians." Below this text is a section titled "OAS for Administrators:" followed by a partially visible sentence: "The OAS has a Custom Level (Level 2) access designed for district headmaster...". The browser's taskbar at the bottom shows two open PDF files: "Georgia Lexilepdf" and "Lexile Map_8.5....pdf". The system tray on the right shows the time as 7:10 PM on 3/21/2014.

11/24, 2014

CRCT STUDY GUIDES

The screenshot shows a web browser window with the URL <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/CRCT-Study-Guides.aspx>. The page header features the Georgia Department of Education logo and the slogan "Making Education Work For All Georgians!". A search bar is present with the text "Search this site...". Below the header is a navigation menu with links for Home, Students, Parents, Teachers, Business & Industry, and Contact Us. A photo of Dr. John D. Barge, State School Superintendent, is displayed. The main content area shows a breadcrumb trail: Georgia Department of Education > Curriculum, Instruction and Assessment > Assessment Research, Development and Administration > CRCT Study Guides. A left sidebar lists various departmental services, with "Assessment Research, Development and Administration" highlighted. The main content area is titled "CRCT Study Guides" and lists six study guides, all revised in September 2013:

- [CRCT Grade 3 Study Guide \(Revised September 2013\)](#)
- [CRCT Grade 4 Study Guide \(Revised September 2013\)](#)
- [CRCT Grade 5 Study Guide \(Revised September 2013\)](#)
- [CRCT Grade 6 Study Guide \(Revised September 2013\)](#)
- [CRCT Grade 7 Study Guide \(Revised September 2013\)](#)
- [CRCT Grade 8 Study Guide \(Revised September 2013\)](#)

The Windows taskbar at the bottom shows the system tray with the date 3/21/2014 and time 7:20 PM, along with icons for various applications.

2014

CRCT STUDY GUIDES

The screenshot shows a web browser window with the following elements:

- Address Bar:** https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Grade_3_Study_Guide_GA13_Final.pdf
- Page Content:**
 - Vertical Text (Left):** "Grade 3" and "Georgia Criterion-Referenced Competency Tests" (with a small Georgia state icon).
 - Section 1:** "Study" with a geometric star icon.
 - Section 2:** "Guide" with a frog icon.
 - Section 3:** "Reading", "English/Language Arts", "Mathematics", "Science", and "Social Studies" with a sphinx icon.
 - Section 4:** "2703918-W" and "Updated September 2013".
- Taskbar (Bottom):** Windows taskbar with icons for Internet Explorer, Google Chrome, File Explorer, and various applications. System tray shows the time as 7:17 PM on 3/21/2014.

2014

EOCT STUDY GUIDES

The screenshot shows a web browser window with the URL <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/EOCT-Guides.aspx>. The page header features the Georgia Department of Education logo and the slogan "Making Education Work For All Georgians!". A search bar is present with the text "Search this site...". Below the header is a navigation menu with links for Home, Students, Parents, Teachers, Business & Industry, and Contact Us. The main content area displays the title "EOCT Study Guides" and a list of study guides:

- Ninth Grade Literature and Composition (Revised August 2013)
- American Literature and Composition (Revised August 2013)
- Coordinate Algebra (Revised January 2014)
- Analytic Geometry (Revised January 2014)
- Mathematics I (GPS)
- Mathematics II (GPS)
- GPS Algebra
- GPS Geometry
- Biology Revised (GPS)
- Physical Science Revised (GPS)
- United States History Revised (GPS)
- Economics/Business/Free Enterprise Revised (GPS)

The browser's taskbar at the bottom shows various application icons and the system clock indicating 7:18 PM on 3/21/2014.

March 24, 2014

EOCT STUDY GUIDES

https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/EOCT%20Ninth%20Grade%20Lit%20Study%20Guide%20August%202013.pdf

NINTH GRADE LITERATURE
& COMPOSITION



Study



Guide



Georgia End-Of-Course Tests



7:19 PM
3/21/2014

2014

THE FOCUS IN DEKALB

TO ENSURE GROWTH AND ACHIEVEMENT

WHAT ARE SCHOOLS DOING?

- ❑ Teaching the grade-level content
- ❑ Assessing students in reading and math
- ❑ Targeting and remediating deficits in reading and math
 - Morning, During, and After School Tutorials
 - Saturday School
 - Early Intervention Program (EIP)
 - Remedial Education Program (REP)
- ❑ Teaching and reviewing test taking strategies
- ❑ Following all testing security and integrity protocols



INSTRUCTIONAL PLANNING REPORT

- ❑ There are two reports (reading and math)
- ❑ Identifies the student's grade, instructional level, scaled score for reading and math
- ❑ Identifies domain and suggested skills that should be remediated
- ❑ The report should be used to determine the instructional focus during targeted tutorials
- ❑ The report is available at the school upon request

March 24, 2014

READING INSTRUCTIONAL PLANNING REPORT

RL
Scaled
Scored
0-1400



Instructional Planning Report

1 of 4

Printed Friday, February 21, 2014 4:51:34 AM

School:
Class:

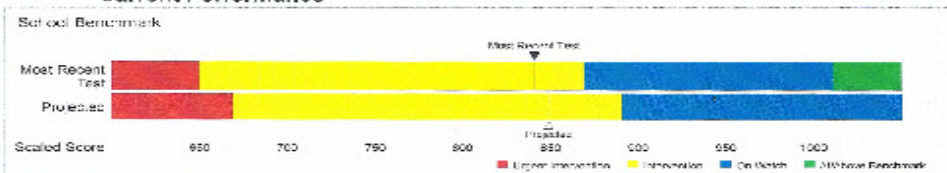
Report Options

Use Trend Score: Use trend score for student's suggested skills.

STAR Reading Test Results

Current SS (Scaled Score): 841 Test Date: 01/16/2014
IRL: 5.5 ZPD: 4.4-7.5
Projected SS for 06/27/14: 849 Based on research, 50% of students at this student's level will achieve this much growth.

Current Performance



Suggested Skills

STAR Reading scaled score(s) suggest these skills from Core ProgressSM learning progressions would be challenging, but not too difficult for him. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use the Core Progress learning progressions to see how these skills fit within the larger context of the progression.

Reading: Literature

- CR** **Key Ideas and Details**
This score suggests that the student should practice the following skills to improve comprehension of the key ideas and details of a literary text at the **5** reading level.
- 7 **Cite several pieces of textual evidence** to support analysis of a literary text.
 - 7 **Provide an objective summary** that traces character and plot development and retains overall meaning.
 - 8 **Analyze** how authors reveal character (e.g., thoughts, dialogue, dialect).
 - 8 **Analyze** characters' traits, responses, and motives and how the central character influences the plot or theme.
 - 8 **Analyze** plot structure and development, including how conflicts are resolved (e.g., how particular lines of dialogue and events propel the action or reveal character).
 - 8 **Analyze** the importance and influence of setting on characters, plot, theme, mood, tone, and meaning (e.g., how does the setting influence a character's outlook?).
 - 8 **Analyze** the development of a theme over the course of a literary text and how the theme relates to other literary elements (e.g., how the theme is revealed through the plot).
- CR** **Craft and Structure**
This score suggests that the student should practice the following skills to improve understanding of the craft and structure of a literary text at the **5** reading level.
- 8 **Analyze** the connotations of words or phrases used in literary texts that have similar denotative meanings (e.g., fawn/gaudy/nice/ostentatious/overly complicated).
 - 8 **Describe** what items or ideas are being compared in analogies found in literary texts.
 - 8 **Analyze** a wide range of literary devices used in literary texts such as allusion, analogy, irony, and symbolism, and explain their meanings and contributions to the texts.

*Does not indicate a focus skill. Focus skills identify the most critical skills to learn at each grade level.



School:
Class:

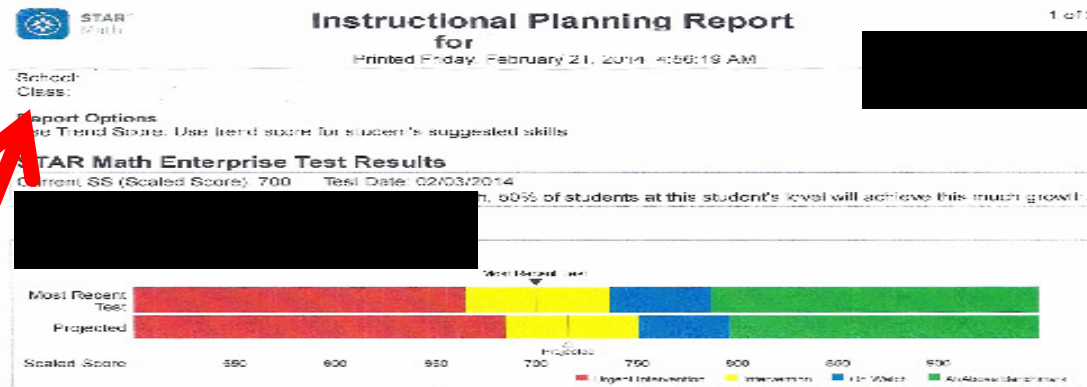


Reading: Literature	
6	Craft and Structure Compare and contrast the structure and organization of two or more literary texts (e.g., alternating chapters with different narrators compared to a text with a single narrator).
6	Analyze the structure and organization of a literary text and how the structure contributes to the text's development, meaning, and style.
8	Analyze how the narrator's point of view and characterization affect the telling of the narrative (e.g., a biased, unreliable, or impaired first-person narrator).
8	Compare and contrast the effects of different points of view (e.g., first/third person, limited/omniscient, subject/view/objective) on the plot or on the reader's perception.
8	Analyze how dramatic irony (i.e., when something is known to the audience or reader but unknown to the characters) or other devices create effects such as suspense or humor.
Integration of Knowledge and Ideas This score suggests students should practice the following skills to improve ability to integrate knowledge and ideas from viewing performances and visual art and when reading literary texts at _____ reading level.	
7	Compare and contrast a literary text's portrayal of time, place, and characters with historical facts and nonfictional accounts of the same period (e.g., discuss the portrayal of historical characters and events in <i>Johnny Tremain</i> as opposed to the facts and accounts presented about the Revolutionary War in a historical text).
7	Describe instances of modern literary texts drawing on the characteristics, themes, and patterns of events of epic tales, myths, and traditional tales, and compare and contrast the modern text to its source material.
8	Analyze and evaluate the choices made by directors, performers, and artists in departing from and interpreting the written text or script (e.g., explain differences in what a television version emphasizes).
Reading: Informational Text	
Key Ideas and Details This score suggests students should practice the following skills to improve comprehension of the key ideas and details of an informational text at _____ reading level.	
7	Analyze the cause-and-effect interactions between individuals, events, and ideas in an informational text (e.g., analyze how ideas influence an individual).
5	Cite the strongest textual evidence to support analysis of an informational text.
8	Draw conclusions based on analysis of details in an informational text, and revise conclusions based on new information in the text.
8	Provide a summary of an informational text and evaluate how well a summary captures its original meaning (e.g., properly includes the main idea and relevant details without changing the meaning or adding opinions).
6	Synthesize information to determine and explain the central idea of an informational text.
6	Analyze the development of the central idea over the course of an informational text and how details support or clarify it.
8	Analyze how an informational text uses sequence to make connections and distinctions between individuals, ideas, events, or processes.
Craft and Structure This score suggests students should practice the following skills to improve understanding of the craft and structure of an informational text at _____ reading level.	
8	Analyze the connotations of words or phrases used in an informational text that have similar denotative meanings (e.g., fancy/gaudy/intimate/elaborate/overly complicated).
8	Analyze the impact of an author's specific word choices and use of language (e.g., analogies, allusions, idioms, puns, metaphors, similes, personification, hyperbole, and verbal irony) on meaning and tone of an informational text.
8	Analyze the structure of a specific paragraph in an informational text and the contributions of individual sentences in developing and refining a key concept.

Domain and Suggested Skills

*Designates a "focus skill." Focus skills identify the most critical skills to learn at each grade level.

MATH INSTRUCTIONAL PLANNING REPORT



Suggested Skills

STAR Math scaled score(s) suggest these skills from Core Progress™ learning progressions would be challenging, but not too difficult for her. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use the Core Progress learning progressions to see how these skills fit within the larger context of the progression.

Grade	Standard	Description
K-8	Operations and Algebraic Thinking	This score suggests the student understands how to translate and evaluate numerical expressions. Focus on skills found in the domains Number and Operations in Base Ten, Number and Operations – Fractions, and Operations and Algebraic Thinking. There are no suggested skills in this domain.
5	Number and Operations in Base Ten	This score suggests the student understands how to multiply and divide two 2-digit whole numbers using various strategies. Based on this score, the student could practice reading and writing decimals through thousandths in various forms. The student could continue to practice multiplication and division facts until automaticity is achieved. <ul style="list-style-type: none"> Compare two decimals through thousandths using standard symbols. Round a decimal number to a specified place through hundredths. Add decimals through hundredths using concrete models. Add decimals through hundredths using pictures. Add decimals through hundredths using strategies based on place value. Add decimals through hundredths using strategies based on properties of operations. Add decimals through hundredths using strategies based on the relationship between addition and subtraction. Subtract decimals through hundredths using concrete models.
5	Measurement and Data	This score suggests the student understands how to measure and sketch angles of specified measure. Based on this score, the student should practice finding the volume of a prism by counting unit cubes. Convert among different sized standard measurement units within a given measurement system.

*Designates a focus skill. Focus skills identify the most critical skills to learn at each grade level.

RL
Scaled
Scored
0-1400



School: [redacted]
Class: [redacted]

K-8	
5	Measurement and Data
5	WP: Solve a multi-step real-world problem involving unit conversions within a given measurement system
5	Recognize volume as an attribute of solid figures
5	Understand how the unit cube is defined
5	* Understand that volume can be measured using unit cubes
5	Find the volume of a right rectangular prism by counting unit cubes
Geometry	
This score suggests [redacted] understands how to draw and identify a line of symmetry in figures. Based on this score, [redacted] should practice graphing points and interpreting coordinate values on the coordinate plane.	
5	Understand the meaning of an ordered pair in a coordinate system
5	WP: Graph a point in the first quadrant of the coordinate plane
5	Interpret coordinate values of points within a given context
5	Understand that attributes of a category of 2-dimensional figures apply to all of its subcategories
5	Classify a 2-dimensional figure into categories and subcategories based on attributes
5	* Find the area of a polygon composed of triangles and rectangles
Number and Operations — Fractions	
This score suggests [redacted] understands how to perform operations with fractions or mixed numbers with unlike denominators. [redacted] should practice modeling multiplication of fractions.	
5	WP: Divide whole numbers leading to an answer in the form of a mixed number
5	Interpret the product of a fraction and a whole number as parts of a partition or a sequence of operations
5	Model multiplication of fractions by finding the area of a rectangle using tiling
5	* Multiply fractional side lengths of a rectangle to find its area
5	Relate a fraction product to a rectangular area model
5	Compare the size of a product of two fractions to the size of one factor on the basis of the size of the other factor
Expressions and Equations	
This score suggests [redacted] is at an early stage of working with expressions and equations. Based on this score, [redacted] should begin to write an expression with variables using one or more operations.	
5	Write an expression using one or more operations that involves variables
5	* Evaluate an expression for specific values of its variables
5	WP: Evaluate an expression for specific values of its variables
5	Identify an equivalent expression containing variables
5	Write an equivalent expression using variables and properties of operations
5	Understand what constitutes a solution to an equation or inequality with variables

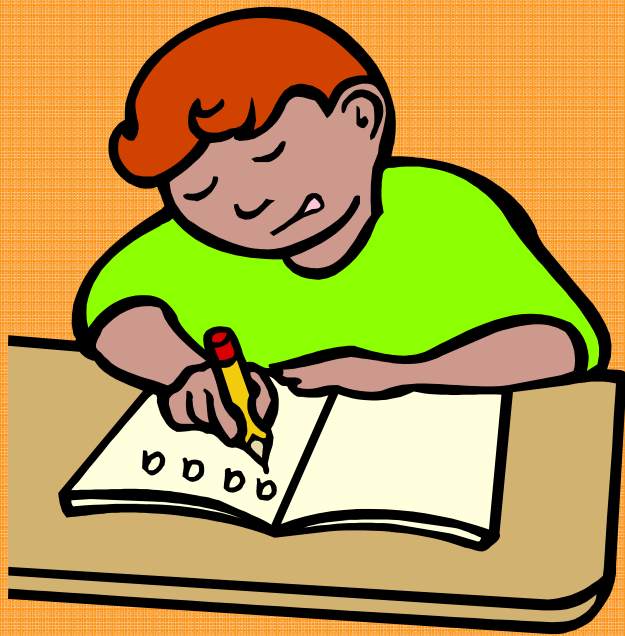
Domain and
Suggested
Skills

*Designates a focus skill. Focus skills identify the most critical skills to learn at each grade level.

THE DAY OF THE TEST

- Ensure a good night's sleep
- Remain calm, re-assuring, and positive
- Maintain the daily routine
- Tell students how much you believe in them
- Remind students of the importance of the test(s)
- Ensure a nutritious meal every morning
- Ensure students dress comfortably
- Ensure students attend school every day
- Ensure students arrive on time





Questions & Answers



March 24, 2014