

How to Use the Georgia Milestones Item and Scoring Samplers

- Teacher Use**
- **Read and analyze the sample passages and constructed response items** to determine what knowledge and skills students must possess to perform proficiently on the GMAS.
 - Reflect on whether your assessment questions and classroom tasks require students to demonstrate learning at the **same cognitive level**. If not, use these constructed response items as a guide to **enhance your future questions and tasks**.
 - **Examine the students' sample responses**, and use the included GMAS rubrics to evaluate the quality of the response.
 - Then, **review the official GMAS scorers' commentary** to understand how students are being evaluated. What are the attributes of a proficiently written response?
 - Use this understanding to **provide more targeted feedback** to students on their writing using the language of the rubric.
 - **Engage students in meaningful discussions** about the constructed response questions and the student responses. **Pose:** What strategies can you use to dissect and understand the questions? What makes one student response more proficient than another? Discuss the required skills students must possess to perform proficiently.

Student *During instruction, require students to:*

- Use**
- Practice **reading and dissecting the constructed response items** to determine the key words, such as the verbs and the required content to include in the written response.
- Practice reading and annotating the sample passages and/or question leaders** to determine the key details and “possible” evidence that could be used in their constructed response.
- Using the GMAS rubric, **assess the quality of the sample student responses before** reviewing the official GMAS scorers' commentary. Use the language from the rubric to support findings. Compare their findings to the official commentary.
- Then, using the GMAS rubric, **practice rewriting responses** to enhance the original student response.
- Using the rubric, **practice constructing original responses** to address all parts of the question. Then, use the GMAS rubric to assess the quality of their written response.
- Be sure written responses include **explicit textual evidence (or mathematical evidence)** with *attribution* and an analysis of how the evidence supports their main point. **Sample Sentence Frames for Providing Attribution:** Passage #1 illustrates, According to paragraph #2, the graph shows, the data results in the table indicate, etc.
- Use the language of the GMAS rubric to **engage in peer review** and **provide feedback**.