



ELA REPORTER



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YOUR PROFESSIONAL RESOURCE FOR ENGLISH LANGUAGE ARTS AND LITERACY

STATE BOARD OF EDUCATION APPROVES REVISIONS TO STANDARDS

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January 15, 2015 – The State Board of Education has approved revisions to the Common Core Georgia Performance Standards (CCGPS) in English language arts and math. Those standards were posted for a 60-day public comment period on November 12, 2014.

“We have taken care to hear the concerns of educators, parents, and other stakeholders, and to make changes on the basis of that feedback,” State Board Chair Helen Rice said. “These revisions ensure that our standards are responsive to the needs of Georgia students and educators.”

The standards were revised based on a formal review and evaluation process, as directed by an executive order from Governor Nathan Deal. That process included several survey opportunities, along with legislative and State Board of Education listening sessions. Finally, the public was invited to comment on the proposed revisions for 60 days following their proposal by the State Board.

“I am committed to ensuring the very best standards for our students, and the Governor and State Board of Education share that goal,” State School Superintendent Richard Woods said. “The proposed revisions are a step in that direction. However, we must retain the authority to make changes to the standards, which we will do when educators tell us changes are necessary.”

As part of the review process, survey feedback was collected and analyzed by the University System of Georgia. A working committee representing Georgia public school teachers, post-secondary staff, parents, and instructional leaders made revisions to the standards based on public feedback and recommendations from survey results for standards with less than 90 percent approval. ELA and Mathematics Advisory Committees then reviewed the recommended changes and provided additional suggestions based on public feedback. Members of the public were then invited to comment on the proposed revisions for 60 days.

Note: Some survey respondents, as well as the Academic Review Committee, felt that certain standards needed to also be emphasized in the teacher guidance documents developed by the Department of Education for each grade/course and subject. Some of the recommendations to be emphasized in Guidance and Professional Learning include: **phonics instruction; cursive writing; literature and informational text; traditional computing methods; and the memorization of addition, subtraction, and multiplication facts.**

Georgia
Department
of Education

Richard Woods,
Georgia’s School
Superintendent

“Educating Georgia’s Future”

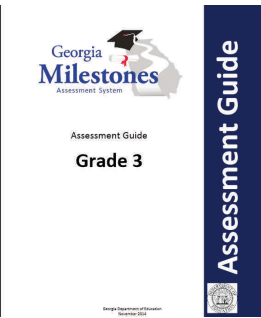


Richard Woods, Georgia’s School Superintendent
“Educating Georgia’s Future”

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PREPARING FOR THE GEORGIA MILESTONES ASSESSMENT



GEORGIA MILESTONE ASSESSMENT SYSTEM

The purpose of the Georgia Student Assessment Program is to measure student achievement of the state-adopted content standards and inform efforts to improve teaching and learning. The State Board of Education is required by Georgia law (O.C.G.A. §20-2-281) to adopt assessments designed to measure student achievement relative to the knowledge and skills set forth in the state-adopted content standards. The Georgia Milestones Assessment System (Georgia Milestones) fulfills this requirement and, as a key component of Georgia's Student Assessment Program, is a comprehensive summative assessment program spanning grade 3 through high school.

Georgia Milestones measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in Language Arts, Mathematics, Science, and Social Studies. Students in grades 3–8 take an end-of-grade assessment in each content area, while high school students take an end-of-course assessment for each of the eight courses designated by the State Board of Education. The ultimate goal of Georgia's assessment and accountability system is to ensure that all students are provided the opportunity to engage with high-quality content standards, receive high-quality instruction predicated upon those standards, and are positioned to meet high academic expectations.

Features of the Georgia Milestones Assessment System include:

- open-ended (constructed-response) items in 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 Language Arts assessment;

- norm-referenced items in all content areas and courses to complement the criterion-referenced information and to provide a national comparison; and
- a transition to online administration over time, with online administration considered the primary mode of administration and paper/pencil as a back-up until the transition is complete.

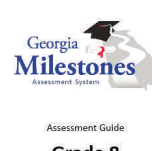
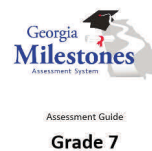
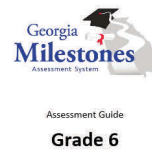
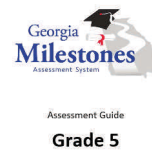
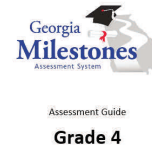
Assessment Guides

The Georgia Milestones for EDG Assessment

The EDG Assessment Guide is provided to acquaint Georgia educators and other stakeholders with the structure and content assessed by the tests. Importantly, this guide is not intended to inform instructional planning. It is essential to note that there are a small number of content standards that are better suited for classroom or individual assessment rather than large-scale summative assessment. While those standards are not included on the tests, and therefore are not included in this Assessment Guide, the knowledge, concepts, and skills inherent in those standards are often required for the mastery of the standards that are assessed. Failure to attend to all content standards within a content area can limit a student's opportunity to learn and show what he or she knows and can do on the assessments.

The Georgia Milestones Assessment Guides are in no way intended to substitute for the state-mandated content standards; it is provided to help educators better understand the structure and content of the assessments, but is not all encompassing of the knowledge, concepts and skills covered in each grade or assessed on the tests. The state-adopted content standards and associated standards-based instructional resources, such as the Content Frameworks, should be used to plan instruction.

This Assessment Guide can serve as a supplement to those resources, in addition to any locally developed resources, but *should not be used in isolation*. In principle, this Assessment Guide is intended to be descriptive of the assessment program and should not be considered all-inclusive. The state-adopted content standards for English Language Arts are located at www.georgiastandards.org.



Assessment Guide

Assessment Guide

Assessment Guide

Assessment Guide

Assessment Guide

PREPARING FOR THE GEORGIA MILESTONES ASSESSMENT, CONTINUED

The Georgia Milestones for EOC Assessment

The Georgia Milestones Ninth Grade Literature and American Literature and Composition EOC Assessment Guides are provided to acquaint Georgia educators and other stakeholders with the structure and content assessed by the test. Importantly, this guide is not intended to inform instructional planning. It is essential to note that there are a small number of content standards that are better suited for classroom or individual assessment rather than large-scale summative assessment. While those standards are not included in the tests, and therefore are not included in this Assessment Guide, the knowledge, concepts, and skills inherent in those standards are often required for the mastery of the standards that are assessed. Failure to attend to all content standards within a course can limit a student's opportunity to learn and show what he or she knows *and can do on the* assessment.

The Georgia Milestones American Literature and Composition EOC Assessment Guide is in no way intended to substitute for the state-mandated content standards; it is provided to help educators better understand the structure and content of the assessment, but it is not all-encompassing of the knowledge, concepts, and skills covered in the course or assessed on the test. The state-adopted content standards and associated standards-based instructional resources, such as the Content Frameworks, should be used to plan instruction.

These Assessment Guides can serve as a supplement to those resources, in addition to any locally developed resources, but ***should not be used in isolation***. In principle, the Assessment Guide is intended to be descriptive of the assessment program and should not be considered all-inclusive. The state-adopted content standards are located at www.georgiastandards.org.



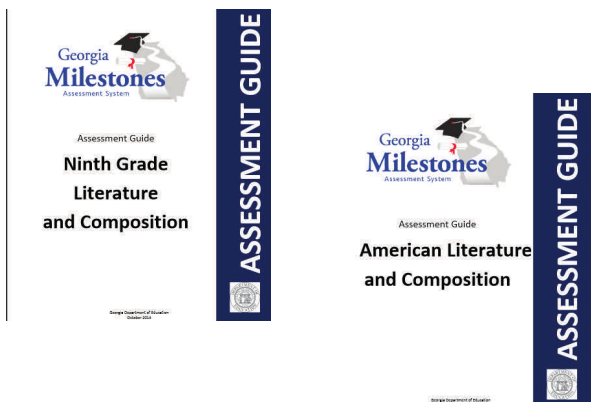
Additional information for the Georgia Milestones Assessment System, can be accessed at <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-Assessment-System.aspx>.

Contact Information for Assessment

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Young Georgia Author's Writing Competition 2014-2015

ABOUT THE YOUNG GEORGIA AUTHORS WRITING COMPETITION

The purpose of the Young Georgia Authors (YGA) writing competition is to encourage students to develop enthusiasm for and expertise in their writing, to provide a context to celebrate their writing successes, and to recognize student achievement in arts and academics.

This prestigious competition has been engaging Georgia students for more than two decades and is open to any student currently enrolled in Georgia public schools, grades K-12. The competition is co-sponsored by the Georgia Department of Education (DOE) and the Georgia Council of Teachers of English (GCTE).

WHAT TO WRITE

Unlike many writing competitions, the YGA does not provide a prompt to which students must respond or provide any other boundaries to their genre choice or creativity beyond a five-page maximum length limit (if typed, Times New Roman, 12 point font, double-spaced). Entries may include:

- ◆ *Short Stories*
- ◆ *Poetry*
- ◆ *Essays/Literary Criticism/Analysis*
- ◆ *Journalism,*
- ◆ *Academic/Research Reports*
- ◆ *Personal Narratives*
- ◆ *Any Other Original Student Writing*



HOW TO ENTER

Writings can only be entered in to the state-level competition by first winning a system level competition. The DOE and the GCTE will only accept submissions sent by a system level administrator. School systems may submit ONE winning entry per grade level (K-12). Entries must be provided to us on flat, ordinary paper. No bound copies, booklets, etc., will be judged. Please keep a copy of your submission for your records as the DOE and GCTE will not keep or return originals after the competition. The competition will not accept individual entries from students, parents, teachers, or other agencies. Good luck and happy writing!

Official deadline to enter is **March 17, 2015**. For more information about entry guidelines for the Young Georgia Author's Competition, click on the following link: <http://gcte.net/> or contact Kathleen McKenzie at Kathleen_mckenzie@gwinnett.k12.ga.us.

The Most Challenging Standards

[iReady @ diagnostics](#) has identified the most challenging reading standards (click on hyperlink to access site). Below is a list of their findings:

Elementary School

ELA3RI2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

ELA5RI5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Middle School

ELAGRI2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

ELA7RL5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet.) contribute to its meaning.

ELAGRL7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

ELABRI9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of facts or interpretation.

For information and resources to address these standards, click [here](#) for the GaDOE Teacher Guidance Documents.



2015 Creative Arts Student Contest

GEORGIA COMMISSION ON THE HOLOCAUST CREATIVE ARTS STUDENT CONTEST



LIBERATION What Have We Learned 70 Years Later?

All middle and high school students in Georgia are invited to enter the Georgia Commission on the Holocaust's annual Creative Arts Student Contest.

Research All entries must be accompanied by a Works Cited page with a minimum of three total sources: one testimony, one photo/map/film clip, and one encyclopedia article. Research is limited to the resources provided at <https://holocaust.georgia.gov/2015-required-works-cited>.

Create All entries must reflect the contest theme and represent the independent effort of the student. Before creating your entry, please carefully review the requirements and guidelines posted online at <https://holocaust.georgia.gov/2015-student-contest-guidelines>.

Submit All entries must be accompanied by a Contest Submission Form. First through third place winners will be recognized at the Days of Remembrance ceremony in the State Capitol on **April 17th, 2015**.

For more information and details on how to submit,
please visit www.holocaust.georgia.gov/2015-student-contest.

Resource We Recommend



JIMMY CARTER PRESIDENTIAL LIBRARY & MUSEUM

The Jimmy Carter Presidential Library and Museum field trip experience comes with ready to implement curricula (pre and post visit) which can be accessed at <http://www.jimmycarterlibrary.gov/education/resources.phtml>.

The Coca-Cola Foundation will provide for field trip reimbursement to schools who visit the museum (this includes associated transportation costs).

This represents a FREE educational opportunity to our schools and students.

For specific information about the learning experience available to our students, please consult http://www.jimmycarterlibrary.gov/education/school_tours.phtml.

English Language Arts and Literacy

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Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"



Georgia Council of Teachers of English 2015 Conference

Georgia Council of Teachers of English 2015 Annual Conference

Thursday-Saturday, February 19-21, 2015

Brasstown Valley Resort, Young Harris, GA

For conference information and registration, use this link:

<http://www.gcte.net/Menu/Home/Conference/index.html>

How Can We Help?

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Join Our ListServ and Check out our Wikis

One of the best ways to stay connected for information specific to your grade band is through our listserv (email list).

No username or password required

ELA K-5 Join-ela-k-5@list.doe.k12.ga.us

ELA 6-8 Join-ela-6-8@list.doe.k12.ga.us

ELA 9-12 Join-ela-9-12@list.doe.k12.ga.us

ELA District Support Join-ela-districtsupport@list.doe.k12.ga.us

ELA Administrators Join-ela-admin@list.doe.k12.ga.us

Wikis:

High School Wiki: <http://elaccqps9-12.wikispaces.com/>

Middle Wiki: <http://georgiaelaccqps6-8.wikispaces.com/>

Elementary Wiki: <http://georgiaelaccqpsk-5.wikispaces.com/>



DOE ELA Home Page:

[http://public.doe.k12.ga.us/](http://public.doe.k12.ga.us/ci_services.aspx)

[ci_services.aspx?](http://public.doe.k12.ga.us/ci_services.aspx)

[PageReq=CIServEnglish](http://public.doe.k12.ga.us/ci_services.aspx)

GeorgiaStandards.Org ELA Page:

[https://www.georgiastandards.org/](https://www.georgiastandards.org/Common-Core/Pages/ELA.aspx)

[Common-Core/Pages/ELA.aspx](https://www.georgiastandards.org/Common-Core/Pages/ELA.aspx)