

Let's find out who we have on Teams this evening...

FIRST NAME
LAST NAME

3rd

4th

5

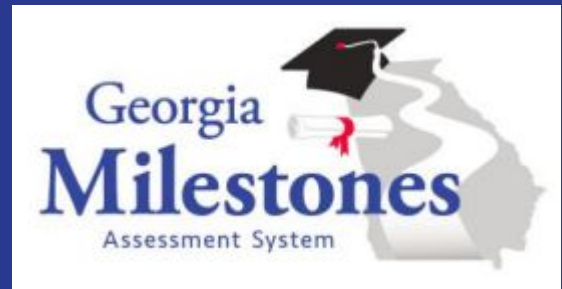
Teacher Names

CHAT

Welcome Parents!

Parent Testing Meeting
Understanding the Georgia Milestones Assessment System (GMAS)

Arcado Elementary
Title I
January 14, 2026



Purpose

- The Georgia Milestones Assessment System is designed to provide information about how well students are mastering the state-adopted content standards in the core content areas of English language arts, mathematics, and science.
- Georgia Milestones is a single assessment system that consists of end-of-grade measures in English language arts and mathematics in grades 3-8, end-of-grade measures in science in grades 5 and 8, end-of-grade measure in social studies in grade 8, and end-of-course measures for specified high school courses.



Administration

- Taken on the computer in grades 3-5
- Taken over the course of several days, one section per day
 - Grades 3 - 5
 - 3 days for Language Arts
 - Section 1
 - Sections 2 and 3
 - 2 days for Math
 - Sections 1 and 2
 - Grade 5
 - 1 day for Science
 - Sections 1 and 2



Spring 2026 Milestones Administration

Tuesday, April 21st - ELA Section 1

Wednesday, April 22nd - ELA Section 2

Thursday, April 23rd - ELA section 3

Tuesday, April 28th - MA Section 1

Wednesday, April 29th - MA Section 2

Thursday, April 30th - Science (5th Grade Only)

Test Structure

All Grades

Section 1

- 27-28 questions
 - Item Types
 - Selected-response
 - Technology-enhanced*

65 minutes

Section 2

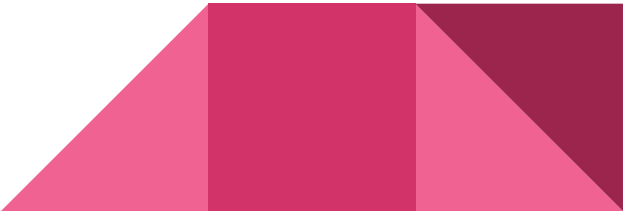
- 27-28 questions
 - Item Types
 - Selected-response
 - Technology-enhanced*

65 minutes

Math

Test Design: Item Types for All Grades

Item Type	# of Items	# of Points
1-point Selected-Response and Technology-Enhanced ^{1, 2}	42	42
2-point Technology-Enhanced ¹	8	16
Field Test Items ³	5	0
Total ⁴	55	58



Test Structure

Science (Grade 5, Grade 8, HS Physical Science, and Biology)

Section 1

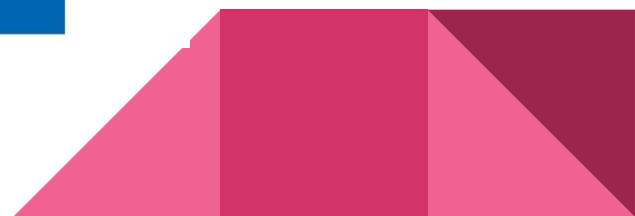
- 20-22 questions
- Item Types
 - Selected-response
 - Technology-enhanced*

40 minutes

Section 2

- 20-22 questions
- Item Types
 - Selected-response
 - Technology-enhanced*

40 minutes



Science

Test Design: Item Types for 5th Grade

Item Type	# of Items	# of Points
1-point Selected-Response and Technology-Enhanced Items ^{1, 2}	30	30
2-point Technology-Enhanced Items ¹	8	16
Field Test Items ³	4	0
Total ⁴	42	46



New Language Arts Standards!

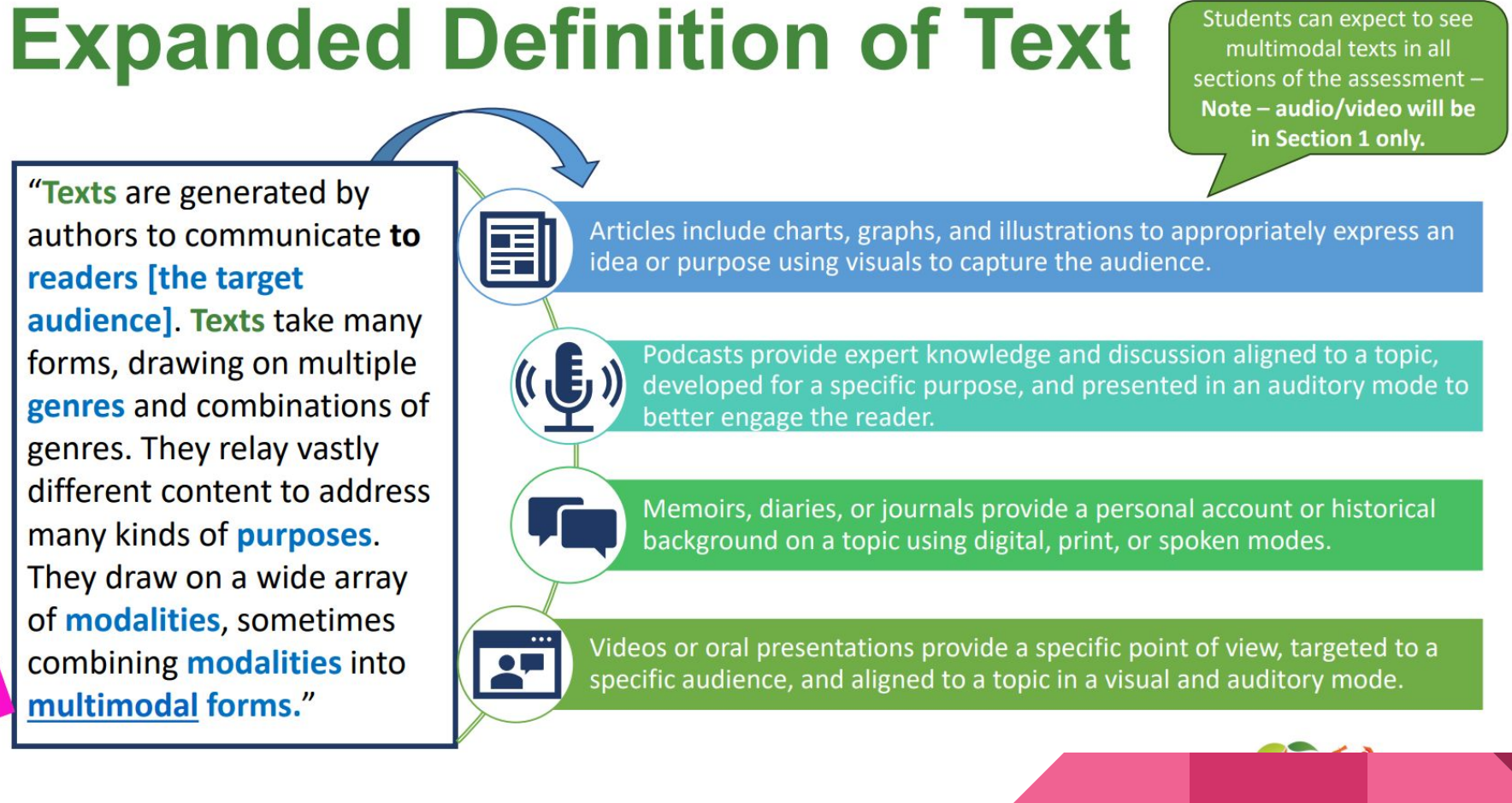
Interpreting and Constructing Texts

The Georgia K–12 ELA Standards are divided into **Interpreting Texts (IT)** and **Constructing Texts (CT)**. In the Georgia Milestones ELA assessment, students will interpret texts, which will involve reading, listening, and viewing, and construct texts, which will involve writing, speaking, and creating.

- **Interpreting texts** will involve reading, listening to, and/or viewing a variety of print and digital texts and then will require students to answer questions to demonstrate their ability to comprehend text. Reading comprehension is the mental process of understanding written text and interpreting textual meaning based on the type of text.
- **Constructing texts** will involve writing, creating, and/or applying skills to demonstrate writing fluency. Writing fluency is the natural flow of written work that enables writers to communicate their ideas so that readers can engage with and understand what is written.

Expanded Definition of Text

Students can expect to see multimodal texts in all sections of the assessment –
Note – audio/video will be in Section 1 only.



The diagram illustrates the expanded definition of text. A central box on the left defines text as generated by authors to communicate to readers, taking many forms across genres and purposes, and combining modalities into multimodal forms. A blue curved arrow points from this box to a vertical line of four circular icons. Each icon is connected to a horizontal box describing a specific form of text: articles with charts and graphs, podcasts, memoirs/diaries/journals, and videos/oral presentations. A pink arrow points to the central definition box.

“**Texts** are generated by authors to communicate to readers [the target audience]. **Texts** take many forms, drawing on multiple **genres** and combinations of genres. They relay vastly different content to address many kinds of **purposes**. They draw on a wide array of **modalities**, sometimes combining **modalities** into **multimodal forms**.”



Articles include charts, graphs, and illustrations to appropriately express an idea or purpose using visuals to capture the audience.



Podcasts provide expert knowledge and discussion aligned to a topic, developed for a specific purpose, and presented in an auditory mode to better engage the reader.



Memoirs, diaries, or journals provide a personal account or historical background on a topic using digital, print, or spoken modes.



Videos or oral presentations provide a specific point of view, targeted to a specific audience, and aligned to a topic in a visual and auditory mode.

Test Structure

Section 1 (ICT)

- 2-4 sources (varies by grade level)
- 3 questions¹
 - Selected-response
 - Technology-enhanced²
- Extended Writing or Peer Revision Task³

Max: 90 minutes / 50 minutes

Section 2

- 3-4 texts⁴
- 23-24 questions⁵
 - Selected-response
 - Evidence-based selected-response
 - Technology-enhanced³

Max: 75 minutes

Section 3

- 3-4 texts⁴
- 23-24 questions
 - Selected-response
 - Evidence-based selected-response
 - Technology-enhanced³

Max: 75 minutes

Language Arts

Test Design: Item Types for Grades 3 and 5

Item Type	Total Test	
	# of Items	# of Points
1-point Selected-Response and Technology-Enhanced ^{1, 2}	28	28
2-point Technology-Enhanced ¹	12	24
8-point Extended Writing Task	1	8
Field Test Items ³	8	0
Total ⁴	49	60

Interpreting Texts

Item Type	# Points
Selected-Response or Technology-Enhanced (1 pt each)	20
Technology-Enhanced ¹ (2 pts each)	14
Total Points	34



Lexile



Reading Status Designation

Constructing Texts

Item Type	# Points
Selected-Response or Technology-Enhanced (1 pt each)	8
Technology-Enhanced (2 pts each)	10
Writing Task	
▪ Purpose & Organization	3
▪ Evidence & Elaboration	3
▪ Language Usage and Conventions	2
Total Points	26

8 points
from
Writing
Task

Language Arts

Test Design: Item Types for Grade 4

Item Type	Total Test	
	# of Items	# of Points
1-point Selected-Response and Technology-Enhanced ^{1, 2}	30	30
2-point Technology-Enhanced ¹	15	30
Field Test Items ³	8	0
Total ⁴	53	60

Interpreting Texts

Item Type	# Points
Selected-Response or Technology-Enhanced (1 pt each)	20
Technology-Enhanced ¹ (2 pts each)	14
Total Points	34



Lexile



Reading Status Designation

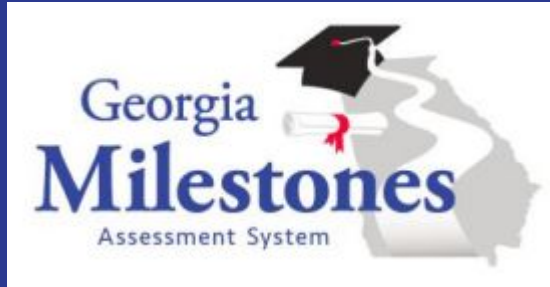
Constructing Texts

Item Type	# Points
Selected-Response or Technology-Enhanced (1 pt each)	8
Technology-Enhanced (2 pts each)	10
Peer Revision Task	
▪ Purpose & Organization (2-pt TE + 1-pt SR/TE)	3
▪ Evidence & Elaboration (2-pt TE + 1-pt SR/TE)	3
▪ Language Usage and Conventions (2-pt TE)	2
Total Points	26

8 points
from Peer
Revision
Task



Language Arts Section 1



Section 1 - Interpreting and Constructing Texts

- Grades 3 and 5 - Extended Writing Task
 - Analyze 2 - 3 sources - text and multimedia
 - Answer 3 - 4 questions interpreting the sources - selected response and technology enhanced
 - Write an essay answering a given research question incorporating facts from the sources and student opinion
 - Grade 4 - Peer Editing
 - Analyze 2 - 3 sources - text and multimedia
 - Answer 3 - 4 questions interpreting the sources - selected response and technology enhanced
 - Answer 5 questions as part of a peer revision project - selected response and technology enhanced
- 

Extended Writing Task

ICT Section Design

Grades 3, 5, 8, & EOC Design



Multiple short texts of different modes



3 SR or TE Questions

Aligned to
Interpreting
Texts
Expectations
5 points total



Extended Writing Task

Aligned to
Constructing
Texts
Expectations
8-points; 3-trait rubric

- The ICT Section provides an opportunity to assess research and analysis skills in an authentic task.
- Students will be asked to construct a text for a specific purpose and audience using a variety of techniques.
 - Provide an opinion (Grades 3 and 5) or make an argument (Grade 8 and Lit & Comp II).
 - Students will integrate opinion/argumentative and expository techniques to support their opinion/argument.
 - Students may also use narrative and/or poetic techniques.

Extended Writing Task - Scenario

Scenario: As a follow-up to Career Day, your teacher has asked you to research different jobs that you are interested in. You will write a text that you will share with the guest speakers who presented in your classroom. You choose to focus your research on jobs in which you can work with animals, and you develop the following research question:

Would you rather be a veterinarian or a zookeeper?

You have **two** credible sources on **animal jobs**. After you review these sources, you will answer four questions and construct a text that answers the research question. You can review the sources as often as you like. Use the Notepad tool or your scratch paper to take notes as you read and plan for writing.



Extended Writing Task - Sources

Source #1

Read the information about a veterinarian's job.

Being a Veterinarian

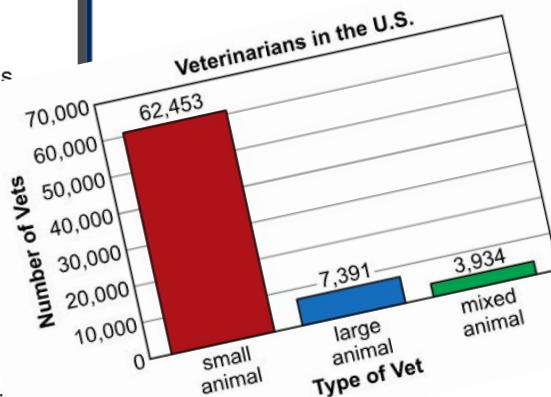
- 1 A veterinarian, or vet, is a doctor who helps animals. When an animal gets sick or hurt, it needs a vet like people do. However, not all animals are the same. For example, a dog is quite different than a snake. You need to know how to treat any animal that walks into their office. This requires special training.

Training

- 2 Students who want to become vets should like anatomy and of course! However, they should also enjoy science and math. After high school, they go to college for four years. Then they go to four years of vet school. This prepares them for the job. Dr. Kayla Cheek, a vet in Texas, tells students, "Don't give up. It is amazing what you can accomplish if you just work hard."

Treating Pets

- 3 Most vets choose to work with pets. They are called small animal vets because they care for dogs, cats, birds, fish, and other small animals. They usually work



Source #2

Listen to the presentation about zookeepers.

🎧 Please use your headphones and listen to the presentation.

A Zookeeper's Job



Extended Writing Task - Questions

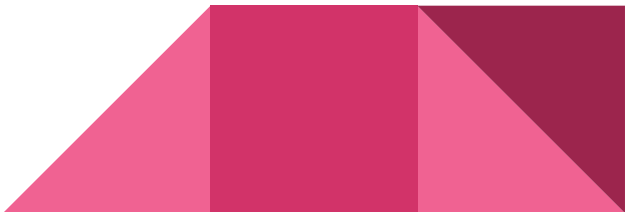
Which statement describes the purpose of Source #1?

- Ⓐ to persuade students to choose a certain career
- Ⓑ to give students information about an important job
- Ⓒ to instruct students on the best way to care for their animals
- Ⓓ to entertain students with amusing descriptions of animals



Extended Writing Task - Questions

Which key idea in Source #1 is supported by the information in the bar graph?

- (a) Each veterinarian is trained to safely treat animals of all different sizes.
 - (b) Mixed animal veterinarians often work in small towns or remote areas.
 - (c) Most veterinarians choose to work with dogs, cats, birds, and other small animals.
 - (d) Large animal veterinarians treat mostly farm animals such as horses, cows, and pigs.
- 

Extended Writing Task - Questions

Which TWO words would the speaker in Source #2 MOST LIKELY use to describe the job of a zookeeper?

- (a) boring
 - (b) difficult
 - (c) ordinary
 - (d) peaceful
 - (e) satisfying
- 

Extended Writing Task - Questions

While conducting your research, you gathered information from multiple credible sources to answer your questions about the topic.

Complete the chart by moving the questions that are BEST answered with information from Source #1, Source #2, and both sources into the correct columns. NOT all questions will be used.

Question Best Answered with Source #1	Question Best Answered with Source #2	Question Best Answered with Both Sources
•	•	•

Who chooses which animals a zoo will have?

What parts of caring for animals can be difficult?

Who prepares food for and feeds animals at a zoo?

What kinds of medicine do veterinarians use to help animals?

How do large farm animals get treatment for their health problems?

OK



Extended Writing Task - Writing

Scenario: As a follow-up to Career Day, your teacher has asked you to research different jobs that you are interested in. You will write a text that you will share with the guest speakers who presented in your classroom. You choose to focus your research on jobs in which you can work with animals, and you develop the following research question:

Would you rather be a veterinarian or a zookeeper?

You have **two** credible sources on **animal jobs**. After you review these sources, you will answer four questions and construct a text that answers the research question. You can review the sources as often as you like. Use the Notepad tool or your scratch paper to take notes as you read and plan for writing.

Source #1

Read the information about a veterinarian's job.

Being a Veterinarian

- 1 A veterinarian, or vet, is a doctor who helps animals. When an animal gets sick or hurt, it needs a doctor, just like people do. However, not all animals are the same. For example, a dog is quite different than a snake. Vets need to know how to treat any animal that walks or slithers into their office. This requires special training.

More

WRITING TASK

Consider what you have learned about veterinarians and zookeepers from reviewing the two sources. You will now construct an original text using your own ideas. In your text, answer the research question for the specific purpose and audience shown below.

Research Question: *Would you rather be a veterinarian or a zookeeper?*

Purpose: to provide and support your opinion about which career you would prefer

Audience: guest speakers who visited your class for Career Day

Be sure to give reasons for your opinion and support these reasons with information from the sources. Refer to the Writer's Checklist as you type and edit your text.

Now create your text in the box below. Refer to the Writer's Checklist as you write and edit your text.



Extended Writing Task - Scoring

Three Trait, Eight Point Holistic Rubric



Georgia Milestones Assessment System

Grade 3

EFFECTIVE 2025–2026 SCHOOL YEAR

EIGHT-POINT, THREE-TRAIT WRITING RUBRIC: TRAIT 1

Trait/Points	3	2
Purpose and Organization <i>This trait examines the writer's ability to construct a coherent, purposeful text with a cohesive and effective organizational structure, written to engage a specific audience. The writer uses appropriate transitions to organize ideas and information from the sources and provides a strong concluding statement or section.</i>	The student's response is a coherent, purposeful text with a clearly stated opinion on a topic and a cohesive and effective organizational structure, written to engage a specific audience. - Provides a strong introduction that clearly establishes an opinion on a topic - Develops a cohesive and effective organizational structure by logically grouping related sentences to convey information for a specific purpose and audience - Uses linking words, conjunctions, and/or transition words or phrases effectively throughout the text to create cohesion within and between paragraphs; clearly links ideas and information to connect reasons to a stated opinion - Provides a strong concluding statement or section that effectively finalizes the response	The student's response is a coherent, purposeful text with a clearly stated opinion on a topic and a cohesive and effective organizational structure, written to engage a specific audience. - Provides a strong introduction that clearly establishes an opinion on a topic - Develops a cohesive and effective organizational structure by logically grouping related sentences to convey information for a specific purpose and audience - Uses linking words, conjunctions, and/or transition words or phrases effectively throughout the text to create cohesion within and between paragraphs; clearly links ideas and information to connect reasons to a stated opinion - Provides a strong concluding statement or section that effectively finalizes the response



Georgia Milestones Assessment System

Grade 3

EFFECTIVE 2025–2026 SCHOOL YEAR

EIGHT-POINT, THREE-TRAIT WRITING RUBRIC: TRAIT 2

Trait/Points	3	2
Evidence and Elaboration <i>This trait examines the writer's ability to explore sources and use well-chosen information from those sources to support an opinion about a topic. The writer effectively applies opinion and expository techniques* by integrating facts and other information (e.g., definitions, details) from the sources, using the writer's own words to connect information to clear reasons that effectively support an opinion on a topic.</i>	The student's response is a well-developed text that effectively supports an opinion on a topic by effectively elaborating on the provided reasons, integrating relevant and well-chosen information from the sources, and strategically applying opinion and expository techniques*. - Provides reasons that effectively support the stated opinion - Supports the provided reasons effectively by integrating relevant and well-chosen information (e.g., facts, definitions, details) from the source(s) - Elaborates effectively on provided reasons and ideas using techniques*	The student's response is a well-developed text that effectively supports an opinion on a topic by effectively elaborating on the provided reasons, integrating relevant and well-chosen information from the sources, and strategically applying opinion and expository techniques*. - Provides reasons that effectively support the stated opinion - Supports the provided reasons effectively by integrating relevant and well-chosen information (e.g., facts, definitions, details) from the source(s) - Elaborates effectively on provided reasons and ideas using techniques*

*Students are responsible for the techniques learned in their current grade to determine the grade-level expectations for expository, opinion/argument techniques and may also include narrative and poetic techniques.



Georgia Milestones Assessment System

Grade 3

EFFECTIVE 2025–2026 SCHOOL YEAR

EIGHT-POINT, THREE-TRAIT WRITING RUBRIC: TRAIT 3

Trait/Points	2	1	0
Language Usage and Conventions <i>This trait examines the writer's ability to use language and conventions to convey precise meaning while demonstrating control of syntax, sentence formation, usage, and mechanics as defined in the appropriate grade-level grammar expectations of the language standards*.</i>	The student's response demonstrates adequate command** of sentence structure, language usage, and conventions to convey precise meaning. - Uses mostly complete sentences and a variety of sentence structures to strengthen clarity and coherence - Uses mostly correct verb tense - Uses mostly correct subject and verb agreement - Contains few, if any, errors in usage and conventions; does not contain errors that interfere with meaning	The student's response demonstrates partial command** of sentence structure, language usage, and conventions to convey meaning. - Uses some complete sentences and a limited variety of sentence structures with minimal clarity and/or coherence - Uses some correct verb tense - Uses some correct subject and verb agreement - Contains errors in usage and conventions that sometimes interfere with meaning	The student's response demonstrates little or no command of sentence structure, language usage, and conventions. - Uses few or no complete sentences; lacks clarity and coherence - Uses little or no correct verb tense - Uses little or no correct subject and verb agreement - Contains frequent errors in usage and conventions that often interfere with meaning

*Students are responsible for language, usage, and conventions learned in their current grade as well as in prior grades. Refer to the appropriate grade-level language standards (e.g., 3.L.GC.2.b and 3.L.GC.2.c) and the K–12 Grammar, Usage & Mechanics (GUM) Chart to determine the grade-level expectations for grammar, syntax, capitalization, and punctuation. Also, refer to the GUM Chart for those standards that need continued attention beyond the grade in which they were introduced. Note: Spelling expectations are outlined in the K–5 Foundations Domain as part of the Phonics Big Idea.

**The student's response must be of sufficient length to demonstrate either partial or adequate command. Very brief responses, even with few or no errors, may not be sufficient to demonstrate adequate or partial command.

Extended Writing Task - Scoring

Three Trait, Eight Point Holistic Rubric

Holistic Scoring by Trait

- The scoring approach for ICT Writing Tasks is *holistic by trait*.
 - This means readers should find the “best fit of bulleted criteria” within each trait by looking holistically at the expectations within each score level and gauging which description – as a whole – best fits the response for that trait.
 - Many times, a student's response will have characteristics of different score points. The scorer must consider the response *holistically* and determine which score best fits the response as a whole.
- 

Extended Writing Task - Scoring

Three Trait, Eight Point Holistic Rubric - Trait 1

Trait/Points	3
Purpose and Organization <i>This trait examines the writer's ability to construct a coherent, purposeful text with a cohesive and effective organizational structure, written to engage a specific audience. The writer uses appropriate transitions to organize ideas and information from the sources and provides a strong concluding statement or section.</i>	The student's response is a coherent, purposeful text with a clearly stated opinion on a topic and a cohesive and effective organizational structure, written to engage a specific audience.
	• Provides a strong introduction that clearly establishes an opinion on a topic
	• Develops a cohesive and effective organizational structure by logically grouping related sentences to convey information for a specific purpose and audience
	• Uses linking words, conjunctions, and/or transition words or phrases effectively throughout the text to create cohesion within and between paragraphs; clearly links ideas and information to connect reasons to a stated opinion • Provides a strong concluding statement or section that effectively finalizes the response

Extended Writing Task - Scoring

Three Trait, Eight Point Holistic Rubric - Trait 2

Trait/Points	3
Evidence and Elaboration <i>This trait examines the writer's ability to explore sources and use well-chosen information from those sources to support an opinion about a topic. The writer effectively applies opinion and expository <u>techniques</u>* by integrating facts and other information (e.g., definitions, details) from the sources, using the writer's own words to connect information to clear reasons that effectively support an opinion on a topic.</i>	The student's response is a well-developed text that effectively supports an opinion on a topic by effectively elaborating on the provided reasons, integrating relevant and well-chosen information from the sources, and strategically applying opinion and expository <u>techniques</u>*. • Provides reasons that effectively support the stated opinion • Supports the provided reasons effectively by integrating relevant and well-chosen information (e.g., facts, definitions, details) from the source(s) • Elaborates effectively on provided reasons and ideas using techniques*



Extended Writing Task - Scoring

Three Trait, Eight Point Holistic Rubric - Trait 3

Trait/Points	2
Language Usage and Conventions <i>This trait examines the writer's ability to use language and conventions to convey precise meaning while demonstrating control of syntax, sentence formation, usage, and mechanics as defined in the appropriate grade-level grammar expectations of the language standards*.</i>	The student's response demonstrates adequate command** of sentence structure, language usage, and conventions to convey precise meaning.
	• Uses mostly complete sentences and a variety of sentence structures to strengthen clarity and coherence
	• Uses mostly correct verb tense
	• Uses mostly correct subject and verb agreement • Contains few, if any, errors in usage and conventions; does not contain errors that interfere with meaning



Extended Writing Task - Scoring

Georgia's Scoring Philosophy

- ✓ Considered “**on-demand writing in response to text**,” students write their responses in a somewhat limited amount of time, without the benefit of revision and rewrites. For this reason, the scoring process considers that the students’ responses are viewed as:
 - ✓ **timed, first drafts**, and are not expected to be
 - ✓ **final, polished papers**.
- ✓ The scoring process **rewards students for what they do well** according to the scoring criterion inherent in each trait.



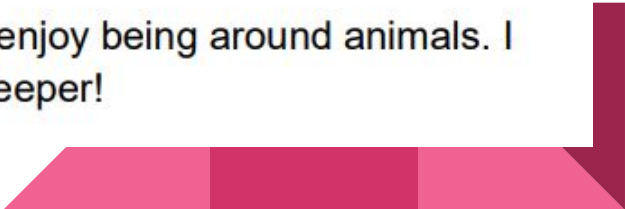
Extended Writing Task - 8 Point Student Response

If I could choose between being a veterinarian or a zookeeper, I would choose to be a zookeeper. Zookeepers have exciting jobs because they get to care for wild animals every day. They help animals live in safe, clean homes and make sure they are happy and healthy.

Zookeepers do many important things. They clean the animals' habitats and add fun things like vines or toys to keep the animals curious. They also prepare special meals, like monkey biscuits or fruit salads for bats. Zookeepers even train animals to show their paws or open their mouths so they can be checked. Julianna Johnson, a zookeeper, says animals learn to help with their own wellness. I think that's amazing!

Zookeepers also watch how animals act. If an animal seems sick or is acting strange, the zookeeper calls the vet to help. Clint Lusardi, a zookeeper at the San Diego Zoo, says no day is the same. That sounds exciting to me because I like doing different things every day.

Even though being a zookeeper is hard work, I would love it because I enjoy being around animals. I want to help them live happy lives. That's why I would rather be a zookeeper!



Extended Writing Task - 8 Point Student Response

Scoring Annotations

Trait 3: Language Usage & Conventions

Score: 2

The student's response demonstrates adequate command** of sentence structure, language usage, and conventions to convey precise meaning.

The response:

- Uses a variety of sentence structures throughout the text.
 - Contains minor errors that do not interfere with meaning.
 - Uses mostly correct verb tense.
 - Demonstrates adequate command.
- 

Peer Review Task

ICT Section Design

Grades 4, 6, & 7 Design

Multiple short texts of
different modes



Selected Response or
Technology Enhanced 4
Questions

Peer Revision Task



- The ICT Section provides an opportunity to assess research and analysis skills in an authentic task.
- Students will be asked a series of questions for a specific purpose and audience using a variety of techniques.
- In the Peer Revision Task, students will answer 5 questions worth 8 points.
- Note: All techniques – expository, opinion/argumentative, narrative, poetic – will be assessed throughout Sections 2 and 3.

Peer Review Task - Scenario

Scenario: Your teacher is wondering whether the class should get a class pet and has asked everyone in the class to complete a research project about the topic. Your group will focus your research on the pros and cons of having a class pet. As a group, you develop the following:

Research Question: *Should our class have a pet?*

Purpose: to provide and support your opinion about having a class pet

Audience: your teacher

You have **three** credible sources on **class pets**. After you review these sources, you will answer four questions about the sources. Then you will participate in a **Peer Revision Task**, answering five questions about revising parts of your group's draft research text. You can review the sources as often as you like to complete the task.



Peer Review Task - Sources

Source #1

Listen to the presentation about having a classroom pet.

 Please use your headphones and listen to the presentation.

Pets in the Classroom



Source #2

Read the post from a website that discusses the costs and needs of a classroom pet.



The Price of Pet Ownership

- 1 It is important to pick the right type of classroom pet. Each animal needs different things to be happy and healthy. The cost of caring for an animal depends on that animal's needs. Food, supplies, and veterinary care can be expensive. Different animals also require different amounts of care.

Cost and Care for Some Common Class Pets

Animal	Estimated Start-Up Cost	Estimated Cost per Year	Required Care
fish 	\$50–\$175	\$50–\$200	• provide a bowl or tank • test water quality weekly • clean tank
↓ More ↓			

Source #3

Read the article about pets in the classroom from a children's magazine.

Pet Perks

- 1 Today, more classrooms are adopting pets. In fact, over 8 million students in the United States and Canada have been in a classroom that has a pet. Caring for a classroom pet can be fun. These special pals can provide other benefits too.

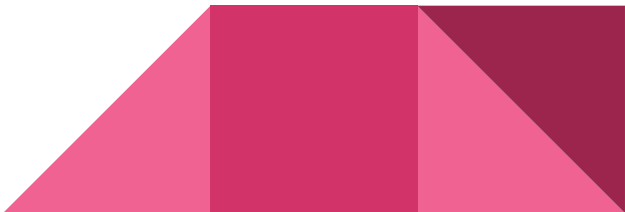
Learning

- 2 Classroom pets encourage learning. In some schools, students practice reading aloud to their pets. When an animal is listening, students worry less about making mistakes. One teacher says, "I see readers jump up and grab their book box when it is their turn to read to Estella [the class pet]."
- 3 Classroom pets may also add interest to other subjects. In math, students can calculate how much food their class pet eats or the total cost of supplies. In science, students can learn about their pet's habitat in the wild. Students can write creative stories or poems about their pet in language arts.

Peer Review Task - Questions

Which set of sentences BEST describes the purpose and effect of the photographs in Source #1?

- (a) The purpose is to persuade students to get a pet. The effect is that the audience has a better understanding of why having a classroom pet is beneficial.
- (b) The purpose is to show some animals that classrooms have as pets. The effect is that the audience has a better understanding of some animals that could be classroom pets.
- (c) The purpose is to entertain through sharing the interactions between students and pets. The effect is that the audience has a better understanding of why students enjoy having a classroom pet.
- (d) The purpose is to explain how to care for various types of classroom pets. The effect is that the audience has a better understanding of the work that is involved with having a classroom pet.



Peer Review Task - Questions

While conducting your research, you gathered information from multiple credible sources to answer your questions about the topic.

Complete the chart by moving questions into the correct columns to show whether each question is BEST answered with information from Source #2, Source #3, or both sources into the correct column. NOT all questions will be used.

Best Answered with Information from:		
Source #2	Source #3	Both Sources
•	•	•

Which animal is the best classroom pet?

How much care does a classroom pet need?

What are the costs involved in getting a classroom pet?

How does a classroom pet help students form new friendships?

OK

Peer Review Task - Questions

In Source #3, how does the author's use of headings contribute to the development of ideas?

- ☐ (a) Each heading introduces a benefit of or something to consider about having a classroom pet.
 - ☐ (b) Each heading describes a task or a cost that comes with having a classroom pet.
 - ☐ (c) Each heading describes an event that can happen when having a classroom pet.
 - ☐ (d) Each heading introduces a lesson that can occur as a result of having a classroom pet.
- 

Peer Review Task - Questions

Select one box in each row to show whether each statement describes information gathered from Source #1, Source #2, or both sources.

	Source #1	Source #2	Both
There are many things to think about before getting a classroom pet.	☐	☐	☐
Some classroom pets are expensive to care for.	☐	☐	☐
A classroom pet can cause students to become more caring.	☐	☐	☐

Peer Review Task - Example

Peer Revision Task

While revising a paragraph of your group's draft research text, you notice that some information could be added to connect the ideas and maintain the structure of the paragraph.

Read the draft paragraph. Then, move the TWO sentences that BEST connect the ideas in the paragraph onto the blank lines.



A classroom pet can help students improve in different subject areas. For example, students can use math skills to calculate the costs of pet supplies. _____

Additionally, students can learn about their pet's natural habitat in science class. Students can even write interesting stories about their classroom pet. _____

Also, students can practice using a map to find where the pet lives in the wild.

In addition, the food needed to feed some types of pets can be very expensive.

As you can see, a classroom pet can help students learn in many ways.

However, some classroom pets will need their cage cleaned daily.

In the wild, hamsters live in grasslands, meadows, and fields.

OK

Peer Review Task - Example

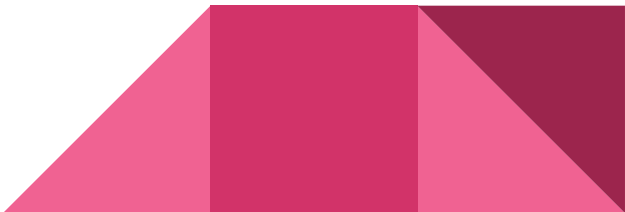
Peer Revision Task

Your group wants to add descriptive details to support the opinion in the draft text. Which description should be added to the draft to BEST build on the idea that having a classroom pet will be an enjoyable experience?

According to one teacher, "I see readers jump up and grab their book box when it is their turn to read to Estella [the class pet]." Our students could take turns reading to the classroom pet as well. It seems like it could be interesting to find out how the pet reacts to the story. Reading to a class pet could be a rewarding treat for everyone.

If we have a hamster as a classroom pet, we will probably call him Spot because he will be so tiny. Each morning, we will happily skip into our classroom to greet Spot. Then we will check the job board to figure out who gets to fill up Spot's food and water bowls. When someone reads to Spot, he will wiggle his nose and blink his eyes to say he likes the story. Spending time with Spot is sure to make everyone in our class smile.

Having a classroom pet takes loads of work. Some students may not want to have a pet because it may feel more like a chore than a fun activity. If we have a class pet, there will be many jobs to add to our busy



Peer Review Task - Example

Peer Revision Task

You are revising a paragraph of your group's draft research text. You notice that there are some areas in the paragraph where a coordinating conjunction should be added.

Complete each drop-down menu by choosing the correct conjunction.

We want a classroom pet, we don't have much space. A goldfish would be a good choice for us because it will not take up a lot of room make any noise. The tank needs to be cleaned every one to four weeks, we will take turns doing this important job.



Peer Review Task - Example

Peer Revision Task

Read the opinion statement from your group's draft text. Your group has asked you to help find evidence to support this opinion.

Taking care of a classroom pet is a big commitment.

Which TWO paragraphs from Source #3 contain evidence that should be added to the draft to BEST support the opinion?

- Ⓐ paragraph 2
 - Ⓑ paragraph 3
 - Ⓒ paragraph 4
 - Ⓓ paragraph 6
 - Ⓔ paragraph 8
- 

Peer Review Task - Example

Peer Revision Task

You are revising the concluding paragraph of your group's draft research text. Read the draft of the concluding paragraph.

Our class definitely needs to get a classroom pet. A classroom pet could give us many chances to practice our math, science, and even language skills. It would teach us how to care for something besides ourselves. Being around a pet every day would also help make us all feel a bit more peaceful.

Which sentence should be added to the end of the paragraph to make the conclusion stronger?

- ☐ (a) Many students in our class already have a pet at home, so they'll know what to do.
 - ☐ (b) One thing is for sure, our classroom pet should be small and not very expensive.
 - ☐ (c) We asked everyone in the class, and we all think a goldfish is the easiest pet to care for.
 - ☐ (d) Since there are so many benefits, we should invite a new pet into our classroom.
- 

Peer Review Task - Scoring

Constructing Texts

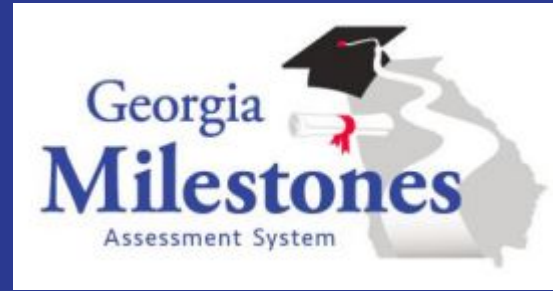
Item Type	# Points
Selected-Response or Technology-Enhanced (1 pt each)	8
Technology-Enhanced (2 pts each)	10
Peer Revision Task	
▪ Purpose & Organization (2-pt TE + 1-pt SR/TE)	3
▪ Evidence & Elaboration (2-pt TE + 1-pt SR/TE)	3
▪ Language Usage and Conventions (2-pt TE)	2
Total Points	26

8 points
from Peer
Revision
Task



Item Types

Selected Response
& Technology Enhanced



Selected Response

←

→

Read the story and then answer the questions.

Buddy's Trick

"Look, Buddy is napping on our couch again," Angela said with a note of wonder to her brother, Carlos.

Their neighbors, the Thortons, had a black cat named Buddy. Lately, Buddy kept appearing in the children's house, but they did not know how he managed his mysterious trick.

Gently, Angela scooped up Buddy, and the sociable cat snuggled into her arms like a cozy stuffed animal.

"Buddy's tail has streaks of blue paint on it," Angela noticed. "Dad is painting our house that color. Maybe Dad left a window open and Buddy climbed inside."

"Let's go and check," suggested Carlos. In a flash, he sprinted out of the house, eager to find an answer, but Angela followed slowly. *What if we solve the mystery and end Buddy's visits? I enjoy discovering him,* Angela thought.

Why does the author MOST LIKELY use the phrase lit up her face to describe Angela?

- a to show her face is red with embarrassment
- b to show her skin is glowing
- c to show she is feeling happy
- d to show she is feeling sweaty from heat

Multi-Selected Response

Question 12



Mrs. Pike has pieces of paper that are different colors. Each piece of paper is a rectangle. The table shows the length and width for the different colors of paper.

Mrs. Pike's Colors of Paper

Color	Width (inches)	Length (inches)
yellow	4	9
white	7	5
brown	10	4
green	6	6
orange	5	8
red	12	3

Select THREE colors of paper that each have an area of 36 square inches.

- ☐ a yellow
- ☐ b white
- ☐ c brown
- ☐ d green
- ☐ e orange
- ☐ f red

Review/End Test

Pause

Flag



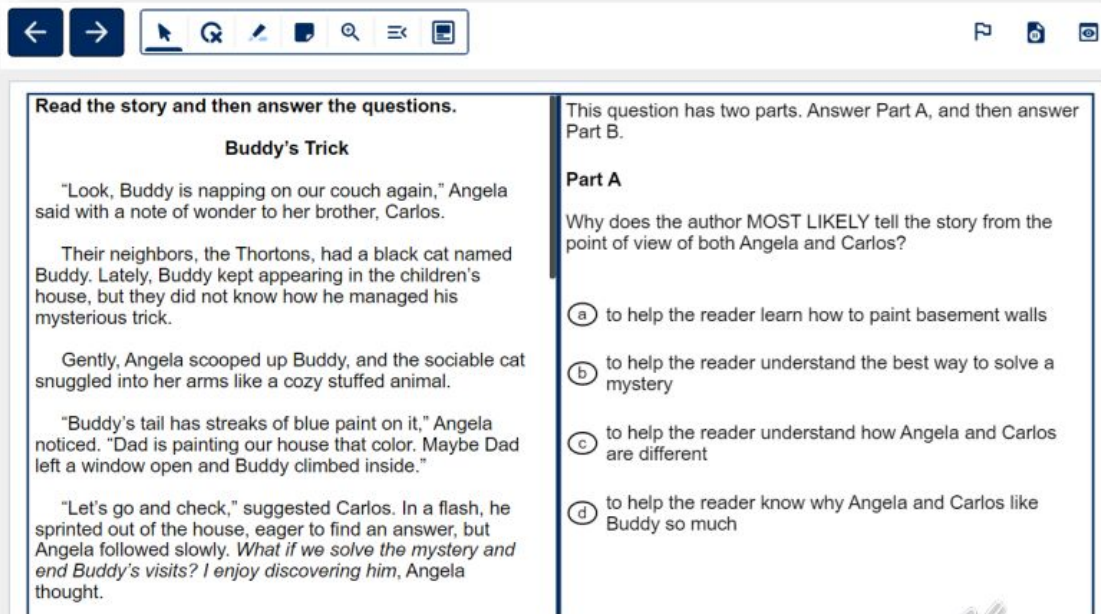
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Item Types

Evidence-Based Selected-Response

- In Evidence-Based Selected-Response (EBSR) items, the student responds to a two-part question.
- In the first part, the student responds to an inferential or key concept question related to a stimulus text.



The screenshot shows a digital reading interface. At the top is a toolbar with navigation icons (back, forward, search, etc.). The main content area is divided into two columns. The left column contains a story titled "Buddy's Trick". The right column contains a question with two parts: "Part A" and "Part B".

Read the story and then answer the questions.

Buddy's Trick

"Look, Buddy is napping on our couch again," Angela said with a note of wonder to her brother, Carlos.

Their neighbors, the Thortons, had a black cat named Buddy. Lately, Buddy kept appearing in the children's house, but they did not know how he managed his mysterious trick.

Gently, Angela scooped up Buddy, and the sociable cat snuggled into her arms like a cozy stuffed animal.

"Buddy's tail has streaks of blue paint on it," Angela noticed. "Dad is painting our house that color. Maybe Dad left a window open and Buddy climbed inside."

"Let's go and check," suggested Carlos. In a flash, he sprinted out of the house, eager to find an answer, but Angela followed slowly. *What if we solve the mystery and end Buddy's visits? I enjoy discovering him,* Angela thought.

This question has two parts. Answer Part A, and then answer Part B.

Part A

Why does the author MOST LIKELY tell the story from the point of view of both Angela and Carlos?

(a) to help the reader learn how to paint basement walls

(b) to help the reader understand the best way to solve a mystery

(c) to help the reader understand how Angela and Carlos are different

(d) to help the reader know why Angela and Carlos like Buddy so much

Item Types

Evidence-Based Selected-Response

- In the second part, the student provides evidence from the same text to support the inference or idea.

The screenshot shows a digital reading assessment interface. At the top, there is a toolbar with navigation icons (back, forward, search, etc.). The main content area is divided into two columns. The left column contains a story titled "Buddy's Trick". The right column contains a question with two parts, Part A and Part B. Part A asks for the pair of sentences that BEST supports the answer to Part A. There are four multiple-choice options labeled (a) through (d). A hand cursor is visible over the bottom right of the question area.

Read the story and then answer the questions.

Buddy's Trick

"Look, Buddy is napping on our couch again," Angela said with a note of wonder to her brother, Carlos.

Their neighbors, the Thortons, had a black cat named Buddy. Lately, Buddy kept appearing in the children's house, but they did not know how he managed his mysterious trick.

Gently, Angela scooped up Buddy, and the sociable cat snuggled into her arms like a cozy stuffed animal.

"Buddy's tail has streaks of blue paint on it," Angela noticed. "Dad is painting our house that color. Maybe Dad left a window open and Buddy climbed inside."

"Let's go and check," suggested Carlos. In a flash, he sprinted out of the house, eager to find an answer, but Angela followed slowly. *What if we solve the mystery and end Buddy's visits? I enjoy discovering him,* Angela thought.

As Angela joined Carlos, he pointed to a ladder leaning

This question has two parts. Answer Part A, and then answer Part B.

Part B

Which pair of sentences from the story BEST supports the answer to Part A?

(a) Angela thoughtfully stared at the ladder's slippery metal rungs. "Buddy's claws cannot grip those rungs," she concluded.

(b) "How?" asked Angela, curious about her brother's next plan. Carlos always had imaginative ideas.

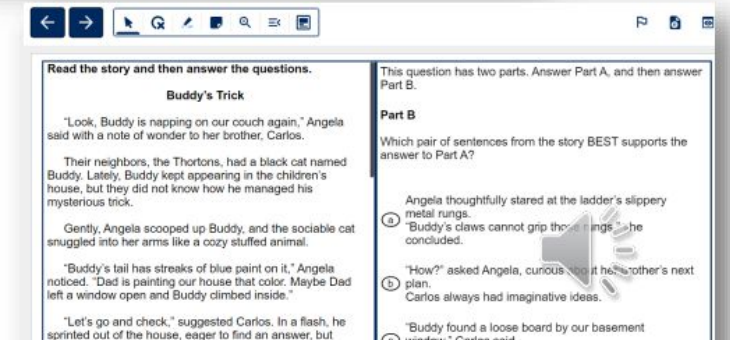
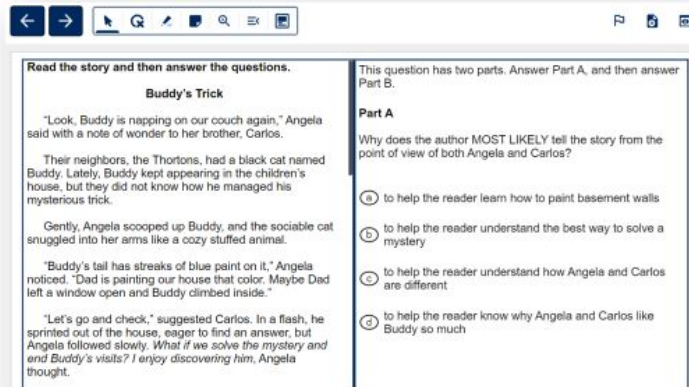
(c) "Buddy found a loose board by our basement window," Carlos said. "He lifted it with his paw and wiggled under it."

(d) "He comes to visit us," Angela replied. "Unfortunately, he rubbed against a paint can."

Scoring 2-point Items

Evidence-Based Selected-Response

- In Evidence-Based Selected-Response (EBSR) items, the student responds to a two-part question.
- If the student responds correctly to both parts of the EBSR item, the student receives two points.
- Partial credit is awarded when a student answers the first part correctly.
 - The student cannot receive credit for the second part of the question if the first part is not answered correctly because the answer to the second part must support the answer to the first part.



Technology Enhanced Item Types

- Drag and Drop
- Drop Down List
- Drag and Drop Sorting
- Drag and Drop Ordering/Sequencing
- Equation Building
- Graphing
- Measurement Tools



Technology Enhanced - Drag and Drop

Question 5



Read the sentence. Complete the chart to show how each of the underlined words in the sentence is used.

The small kitten happily licked its paws as it sat in the warm sunshine.

Word	Which part of speech is the word?	What does the word do?
happily		
licked		
paws		
warm		

Which part of speech is the word?

verb
noun
adverb
adjective

What does the word do?

It is a person, place, or thing.
It describes a person, place, or thing.
It is an action word.
It describes an action.

Review/End Test

Pause

Flag



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Next

Technology Enhanced - Drag and Drop

Question 6



Read the paragraph from a student's informational essay. Move the TWO ideas that BEST develop the topic onto the b lines.



The tropical grasslands of Africa provide a special habitat for many types of animals.

Grasslands, also known as savannas, are large areas covered with many types of long grasses and few trees or bushes. Although the rich plant life of the savanna provides a plentiful food source for animals, the weather can be quite harsh.

The animals that live in the savanna have learned to adapt to these unique conditions.

Some of these animals include elephants, zebras, giraffes, and gazelles.

Millions of people travel to Africa to see the plants and animals of the savanna.

The savanna can have days of pouring rain and months when rain is scarce.

The savannas of Africa have a rainforest on one side and a desert on the other side.

Many animals that thrive in the savanna are herbivores, which means they eat plants.

Technology Enhanced - Drag and Drop

Question 9



Read the passage and answer the questions.

Your Weekly Calendar

Have you ever wondered how some kids remember everything? They always hand in their homework on time. They never forget their gym shoes. Their library books are never late. They are ready for the day, every day!

Everyone has tasks at home and at school. You may belong to afterschool groups or play sports too. How can you be prepared for the day? A weekly calendar can help you plan for what you need to do each day.

Stay on Track in School

Think of all the things you need to remember for a week at school. Think about everything—from gym class to tests. Make a note on your calendar for the days you need gym shoes. Do you have a spelling test each week? If you know the test is coming up, you will remember to study. Then you might get a wonderful score on the test! If homework is due on a certain day, write that down.

Page 1 / 3

Based on the passage, what does the weekly calendar help a student do? Move TWO details into the box that answer this question.

 ?

-
-

keep track of tasks

learn to play the piano

find missing library books

remember important events

get topics for science projects

Review/End Test

Pause

Flag



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Technology Enhanced - Drag and Drop

Question 14



Move each shape into the column that BEST describes it.

Rhombus	Rectangle	Neither Rhombus nor Rectangle	
			

Review/End Test

Pause

Flag



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Next

Technology Enhanced - Drop-Down

Question 10



A student is writing a report about her favorite vegetable. Read the paragraph from the student's rough draft. Then choose the correct word or phrase from each drop-down menu to connect the ideas in the paragraph.

Celery is a delicious vegetable that is a great source of fiber. Celery is inexpensive to buy at the store and can even be grown in a garden. It is easy to prepare and enjoy celery. , you can cut up sticks of celery and pack them in a bag as part of a lunch or snack. Celery can also be eaten with cheese or peanut butter for a tasty treat that is high in protein. , celery is my favorite snack, and I encourage you to try it.

However

In addition

For these reasons

Review/End Test

Pause

Flag



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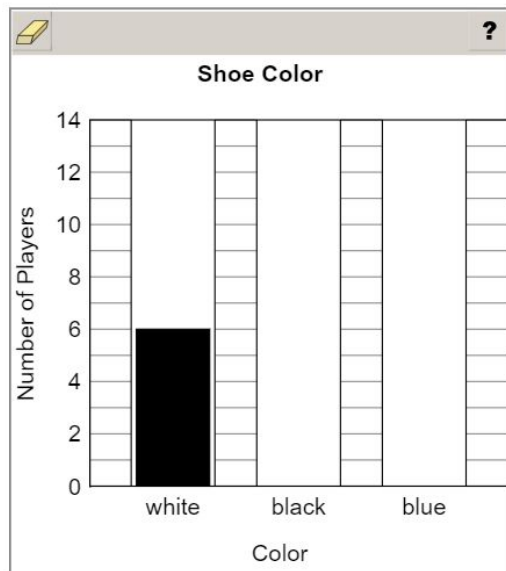
Technology Enhanced - Bar Graph

Question 15



Jorge recorded the shoe color of each of the 12 players on the basketball team. Of the players, 6 wore white shoes, 2 wore black shoes, and the rest wore blue shoes.

Complete the bar graph to display Jorge's information.



Review/End Test

Pause

Flag

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Next

Technology Enhanced - Keypad Input

Question 20



A cake recipe uses $\frac{2}{4}$ cup of butter. A frosting recipe uses $\frac{1}{4}$ cup of butter.

How many cups of butter are used to make both the cake recipe and the frosting recipe?





1	2	3
4	5	6
7	8	9
0	.	$\frac{\Box}{\Box}$

Review/End Test

Pause

Flag



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Technology Enhanced - Coordinate Grid

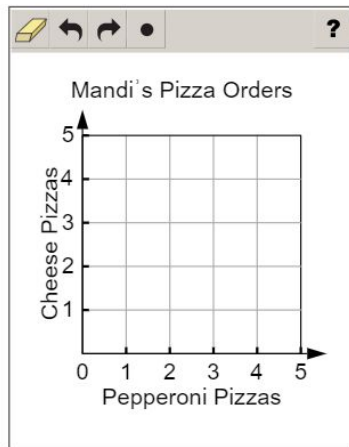
Question 19



Mandi keeps track of the number of pepperoni pizzas and cheese pizzas ordered each hour at her restaurant.

- During the first hour, 4 pepperoni pizzas and 2 cheese pizzas were ordered.
- During the second hour, no pepperoni pizzas and 3 cheese pizzas were ordered.

Plot a point to represent the numbers of pepperoni pizzas and cheese pizzas ordered during the first hour and a point to represent the numbers of pepperoni pizzas and cheese pizzas ordered during the second hour.



Review/End Test

Pause

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Next

Technology Enhanced - Number Line/Line Plot

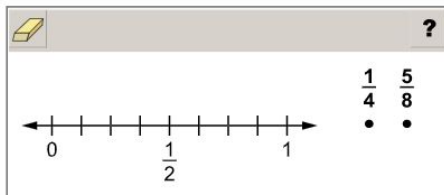
Grades 3-5 Test Practice

Training Student

Question 17



Drag each fraction to its correct place on the number line.



Review/End Test

Pause

Flag

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Next

Technology Enhanced - Measuring Tools

Use the ruler tool to measure the length of the pencil shown.



What is the length of the pencil to the nearest quarter inch?

- ☐ (a) 2 inches
- ☐ (b) $2\frac{1}{4}$ inches
- ☐ (c) $2\frac{1}{2}$ inches
- ☐ (d) $2\frac{3}{4}$ inches

(After answering the question,
turn the page for more information.)



2-Point Technology Enhanced

Scoring 2-point Items Technology-Enhanced

- Technology-enhanced items are worth one or two points. If the item is worth two points, partial credit is awarded for special combinations of responses that do not include all the correct answers, as outlined in scoring rubrics determined during the item development process.

Finish retelling the story "Buried Treasure." Move the THREE MOST important events into the chart in the order in which they happen in the story.

?	
Event 1	
Event 2	Anna looks for the treasure herself but cannot find it.
Event 3	
Event 4	After searching together, the children find the treasure.
Event 5	

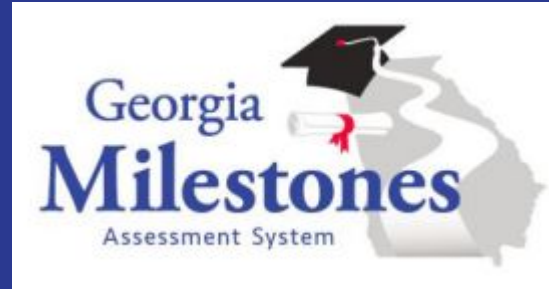
Michael offers to help Anna look for the treasure.

Anna sits down in a kitchen chair while

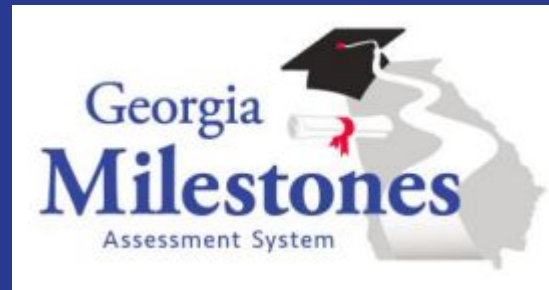
Scoring Rubric

Points	Description
2	The student correctly fills in all three rows.
1	The student correctly fills in two rows.
0	The student does not correctly fill in at least two rows.

Sample Score Report

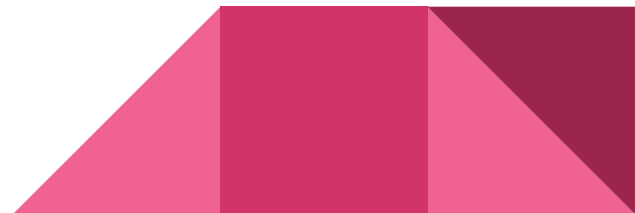


Resources



Georgia Department of Education

- Practice Test/Study Guides
 - <http://www.gaexperienceonline.com/>
 - [How To Access Guides](#)
- Main Website
 - <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-Assessment-System.aspx>
- Fun Skills Practice Websites
 - Splash Learn
 - <https://www.splashlearn.com/>
 - IXL
 - <https://www.ixl.com/>
 - Student Portal Resources
 - iReady



How to Access Online Study and Assessment Guides

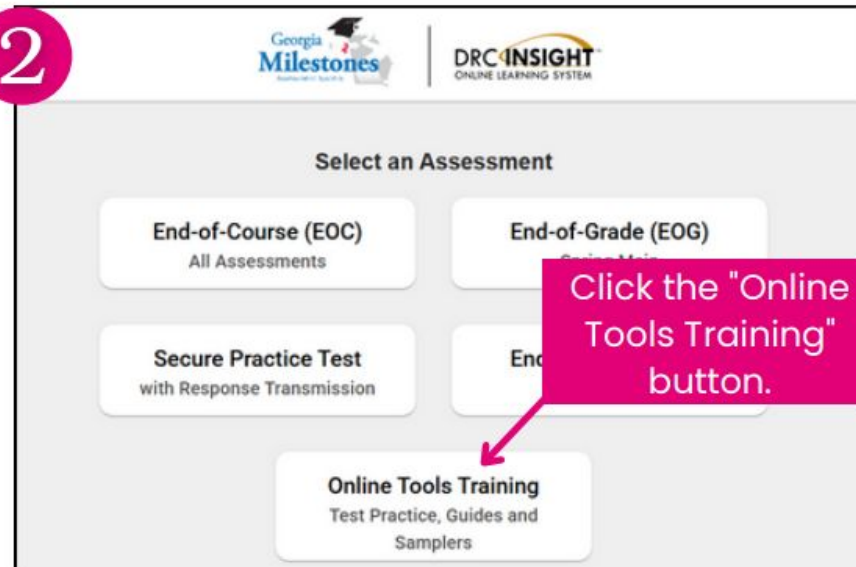
www.gaexperienceonline.com/

1



From the Experience Online Testing Georgia page, click the "Test Practice" button.

2



Click the "Online Tools Training" button.

How to Access Online Study and Assessment Guides

3

Georgia Milestones
DRC INSIGHT
ONLINE LEARNING SYSTEM

[Home](#) → [Online Tools Training](#)

Select an Assessment

End-of-Course (EOC)

End of Grade (EOG)

Select the applicable assessment.

This screenshot shows the 'Select an Assessment' screen. It features two buttons: 'End-of-Course (EOC)' and 'End of Grade (EOG)'. A pink callout box with the text 'Select the applicable assessment.' has two arrows pointing to these buttons.

4

Georgia Milestones
DRC INSIGHT
ONLINE LEARNING SYSTEM

[Home](#) → [Online Tools Training](#) → End of Grade (EOG)

Select an Assessment

Test Practice

Study Guide for Students and Parents

Assessment Guide for Educators

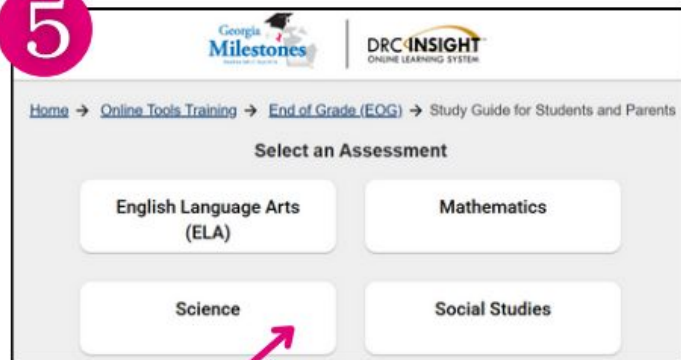
Students and Parents click the Study Guide button.

Educators click the Assessment Guide button.

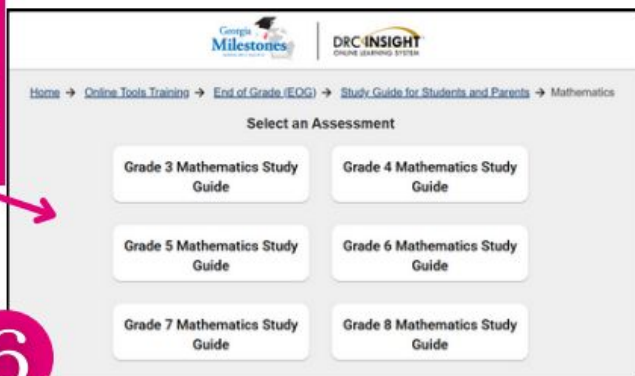
This screenshot shows the 'Select an Assessment' screen with three buttons: 'Test Practice', 'Study Guide for Students and Parents', and 'Assessment Guide for Educators'. Two pink callout boxes provide instructions: one points to the 'Study Guide for Students and Parents' button with the text 'Students and Parents click the Study Guide button.', and another points to the 'Assessment Guide for Educators' button with the text 'Educators click the Assessment Guide button.'

How to Access Online Study and Assessment Guides

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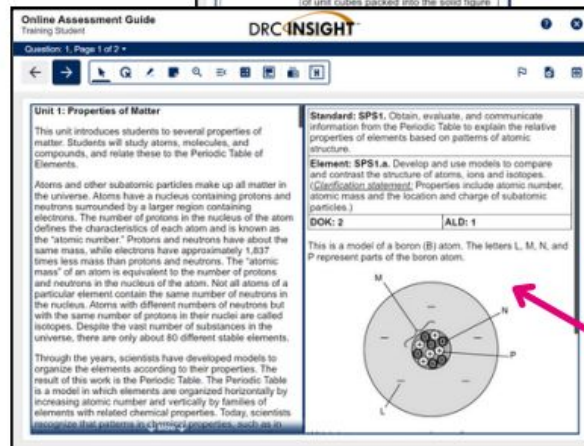
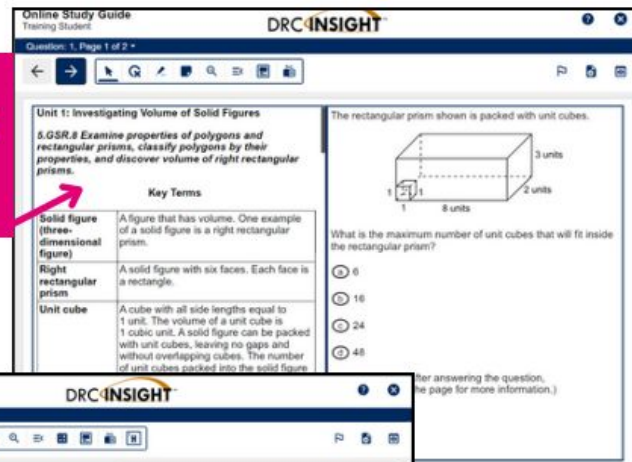


Select a content area. Then, select a grade level.



6

Example of Student and Parent view.



Example of Educator view.

Questions?

