



# 2025-2026

## Georgia Milestones Assessment

### Parent Information and Resources

Morrow Elementary

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# Agenda

- I. What is the Georgia Milestones Assessment System (GMAS)?
- II. What does the assessment contain and how will my child be assessed?
- III. Logistics (When, how long, etc)
- IV. Types of questions
- V. Previous GMAS Scores & Current MAP Scores
- VI. What will testing look like at Morrow?
- VII. What can parents/guardians do during testing?
- VIII. Resources for parents & guardians
- IX. What is the data used for?



## What is the Georgia Milestone Assessment?

The Georgia Milestones Assessment System is a comprehensive assessment that spans elementary, middle, and high school.

For elementary, GMAS is designed to provide information about how well students are mastering standards in the content areas of English Language Arts, Mathematics, and Science.

Most importantly, GMAS is designed to tell students about their own achievement levels and how ready they are for their next level of learning.



## What will your child be tested on?

- GMAS is a state required test
- The state of Georgia requires 95% test participation at all schools
- There is NO approved Opt-Out option
- If students do not test, then they do not meet the promotion requirements for grades 3 thru 5 in Reading and Math
- School and district CCRPI scores are negatively impacted

Georgia Milestones	ELA	Mathematics	Science
End-of-Grade (EOG)	Grades 3 – 5	Grades 3 – 5	Grade 5



## Spring 2026 EOG: April 27 - May 15, 2026

Date	Grade	Content Area
Monday, April 27 <sup>th</sup>	3, 4, 5	ELA Section 1 - Writing
Tuesday, April 28 <sup>th</sup>	3, 4, 5	ELA Section 2
Wednesday, April 29 <sup>th</sup>	3, 4, 5	ELA Section 3
Thursday, April 30 <sup>th</sup>	3, 4, 5	Math Section 1
Friday, May 1 <sup>st</sup>	3, 4, 5	Math Section 2
Monday, May 4 <sup>th</sup>	5	Science Sections 1 & 2
May 5 <sup>th</sup> thru May 15 <sup>th</sup>	3, 4, 5	Make-Ups



# How long is the test?

Content Area/Course	Test Section(s)	Typical Testing Time	Maximum Time Per Section	Maximum Time (Time and a Half)
ELA (3rd & 5th)	Section 1	40-60	90	135
	Section 2	30-50	75	113
	Section 3	30-50	75	113
ELA (4th)	Section 1	20-30	50	75
	Section 2	30-50	75	113
	Section 3	30-50	75	113
Mathematics	Section 1	30-50	65	98
	Section 2	30-50	65	98
Science (5th)	Section 1	20-30	40	60
	Section 2	20-30	40	60



# Georgia Milestones Resources

## Test Blueprints

Standards assessed

Weight of each reporting category

Number/types of items

DOK ranges

## Achievement Level Descriptors

Describe the knowledge and skills students must demonstrate to achieve each level

Show the range of complexity that may be assessed for each content standard

## Study and Assessment Guides

Summary of content assessed

Sample test questions

Rationale for answers

Online interaction

## ELA-Specific Resources

Scoring Samplers

Writing Rubrics

Writer's Checklists

## Score Interpretation Guide

General guidelines for score interpretation

Sample reports with annotations



# Test Structure

## English Language Arts

Content Area	Section 1	Section 2	Section 3
<b>English Language Arts</b>  Grades 3, 5	2-4 sources (varies by grade) 3 questions <sup>1</sup> <ul style="list-style-type: none"> <li>Selected-response</li> <li>Technology-enhanced<sup>2</sup></li> </ul> Extended Writing Task  Maximum Time: 90 min	3-4 texts <sup>3</sup> 23-24 questions <sup>4</sup> <ul style="list-style-type: none"> <li>Selected-response</li> <li>Evidence-based selected-response</li> <li>Technology-enhanced<sup>2</sup></li> </ul> Maximum Time: 75 min	3-4 texts <sup>3</sup> 23-24 questions <sup>4</sup> <ul style="list-style-type: none"> <li>Selected-response</li> <li>Evidence-based selected-response</li> <li>Technology-enhanced<sup>2</sup></li> </ul> Maximum Time: 75 min
<b>English Language Arts</b>  Grades 4	2-4 sources (varies by grade) 3 questions <sup>1</sup> <ul style="list-style-type: none"> <li>Selected-response</li> <li>Technology-enhanced<sup>2</sup></li> </ul> Peer Revision Task  Maximum Time: 50 min	3-4 texts <sup>3</sup> 23-24 questions <sup>4</sup> <ul style="list-style-type: none"> <li>Selected-response</li> <li>Evidence-based selected-response</li> <li>Technology-enhanced<sup>2</sup></li> </ul> Maximum Time: 75 min	3-4 texts <sup>3</sup> 23-24 questions <sup>4</sup> <ul style="list-style-type: none"> <li>Selected-response</li> <li>Evidence-based selected-response</li> <li>Technology-enhanced<sup>2</sup></li> </ul> Maximum Time: 75 min



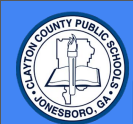
# Test Structure

## Mathematics and Science

Content Area	Section 1	Section 2
<b>Mathematics</b> Grades 3-8 Algebra: Concepts & Connections	27-28 questions <ul style="list-style-type: none"> <li>Selected-response</li> <li>Technology-enhanced<sup>1</sup> Maximum</li> </ul> Time: 65 min	27-28 questions <ul style="list-style-type: none"> <li>Selected-response</li> <li>Technology-enhanced<sup>1</sup> Maximum</li> </ul> Time: 65 min
<b>Science</b> Grades 5 & 8 High School Physical Science Biology	20-22 questions <ul style="list-style-type: none"> <li>Selected-response</li> <li>Technology-enhanced<sup>2</sup> Maximum</li> </ul> Time: 40 min	20-22 questions <ul style="list-style-type: none"> <li>Selected-response</li> <li>Technology-enhanced<sup>2</sup> Maximum</li> </ul> Time: 40 min

<sup>1</sup> May include multiple-part, multiple-select, drag-and-drop, drop-down menu, graphing, and keypad-input.

<sup>2</sup> May include multiple-part, multiple-select, drag-and-drop, and drop-down menu.



# Assessment Item Types

## English Language Arts

Selected-Response items

Technology-Enhanced items

Extended Writing-Response item

## Mathematics and Science (5th Only)

Selected-Response items

Technology-Enhanced items

Item Types	ELA	Mathematics	Science
<b>Selected-Response/Multiple-Choice (1 pt)</b>	X	X	X
<b>Extended Writing-Response (8 pts)</b>			
Writing Task <sup>1</sup> (Grades 3, 5, 8, and EOC)	X		
<b>Technology-Enhanced (1 pt or 2 pts)</b>			
Evidence-Based Selected Response	X		
Multiple-Select	X	X	X
Multiple-Part	X	X	X
Drag-and-Drop <sup>2</sup>	X	X	X
Graphing		X	
Drop-Down Input	X	X	X
Keypad-Input		X	
Match Interaction Table	X		
Hot Text Highlight	X		
Order Interaction	X		



# Universal Tools



**Universal Tools are online tools that are available to ALL students:**

**Pointer:** Use the Pointer tool to choose an answer (has been updated in 2025 for color and size selection).

**Cross-Off:** Use the cross-off tool to mark answers that you believe are NOT correct.

**Highlighter:** Use the highlighter tool to highlight important information within a test question.

**Notepad:** Use the notepad to take notes within a test question an/or passage.

**Magnifier:** Use the magnifier tool to enlarge the information on the screen.

**Line Guide:** Use the line guide tool to help track a single line of text as you are reading.

**Masking:** Use the masking tool to block out areas of the text to focus your reading.



# New Technology-Enhanced

In hot text highlight items, the student uses a mouse, touchpad, or touchscreen to highlight text within an item.

**Read the poem and answer the questions.**

**The Ballad of Clarabelle**

There was a girl named Clarabelle who lived in Doovertown.  
 She was a ray of sunshine, and she rarely wore a frown.  
 Yet Clarabelle had a flaw that nearly did her in—  
 She wouldn't read directions; instead, she'd just . . . begin.

5 Beware, dear Clarabelle! With very few exceptions,  
 You'll find things rarely turn out well if you don't read directions.

One day while at the market, she sniffed a scent divine.  
 She came upon a baker's stall, stood in the lengthy line.  
 She bought a warm and crusty loaf, then took a bite and said,  
 10 "In all my life I've never tasted such delicious bread!"

Now the baker was retiring; it was his closing day,  
 So he decided he would give his recipe away.  
 He placed it in a package with a jar of yeast and said,  
 "Clarabelle, I give you these two secrets to my bread."

↓ More ↓

Select the TWO lines from the poem that show how the baker's actions MOST contribute to the plot.

⏪ ⏩ ⏴ ⏵ ?

One day while at the market, she sniffed a scent divine.  
 She came upon a baker's stall, stood in the lengthy line.  
 She bought a warm and crusty loaf, then took a bite and said,  
 "In all my life I've never tasted such delicious bread!"

Now the baker was retiring; it was his closing day,  
 So he decided he would give his recipe away.  
 He placed it in a package with a jar of yeast and said,  
 "Clarabelle, I give you these two secrets to my bread."

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



# New Technology-Enhanced

In **hot text highlight items**, the student uses a mouse, touchpad, or touchscreen to highlight text within an item.

**Scenario:** The president of the Georgia Beekeeper Association will be visiting your class to speak about honeybees. To prepare for the visit, your teacher has asked you to complete a research project. You choose to focus your research on how honeybees help people, and you develop the following research question:

***Why should we protect honeybees?***

You have **three** credible sources on **honeybees**. 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 article about honeybees from a science magazine.**

**The Buzz about Honeybees**

- 1 Honeybees play a vital role in our world. These helpful insects support us in many ways.

**Accidental Pollinators**

- 2 One of the honeybee's **most** important jobs is

Select one box in each row to show whether each statement describes information gathered from Source #2, Source #3, or both sources.

	Source #2	Source #3	Both
Honeybees are responsible for a lot of the food people eat.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Honeybees are not the only animals that help pollinate flowers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Honeybees create honey by fanning honeycomb cells in the hive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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



# New Technology-Enhanced

In **order interaction items**, the student uses a mouse, touchpad, or touchscreen to move responses into a designated order on the screen.

**Constructing Texts: Sample Items**

A student is writing a story about a boy who is making breakfast. Develop the story by moving the details into the chart in the correct order.

While Jalen waited for the toast, he grabbed the jar of tasty strawberry jam.

**First, he dropped two pieces of bread into the toaster.**

**Jalen frowned when he noticed the jar of jam was empty.**

**Jalen decided to use honey instead of jam, and it was just as tasty!**

**He quickly searched the cupboards for something else to put on his toast.**

**Today, Jalen decided to make toast with strawberry jam for breakfast.**

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



# Georgia Milestones EOG - 3rd Grade

ELA	Number Tested	Mean Scale Score	% Beginning Learner	% Developing Learner	% Proficient Learner	% Distinguished Learner	% Proficient Learner & Above
2015	79	492	38.00%	32.90%	24.10%	5.10%	29.20%
2016	90	488	43.30%	32.20%	22.20%	2.20%	24.40%
2017	89	490	40.40%	32.60%	21.30%	5.60%	26.90%
2018	76	492	35.50%	42.10%	17.10%	5.30%	22.40%
2019	91	502	34.10%	33.00%	23.10%	9.90%	33.00%
2022	90	461	61.00%	27.00%	10.00%	2.00%	12.00%
2023	65	469	63.00%	17.00%	12.00%	8.00%	20.00%
2024	68	487	49.00%	22.00%	21.00%	9.00%	30.00%
2025	69	475	52.17%	30.43%	13.04%	4.35%	17.39%
BOY	57	x	45.60%	31.60%	15.80%	7.00%	22.80%
MOY	56	x	41.10%	30.40%	16.10%	12.50%	28.60%
EOY		x					

MATH	Number Tested	Mean Scale Score	% Beginning Learner	% Developing Learner	% Proficient Learner	% Distinguished Learner	% Proficient Learner & Above
2015	79	503	24.10%	48.10%	22.80%	5.10%	27.90%
2016	89	499	27.00%	47.20%	21.30%	4.50%	25.80%
2017	91	509	25.30%	42.90%	20.90%	11.00%	31.90%
2018	76	518	19.70%	34.20%	35.50%	10.50%	46.00%
2019	91	533	15.40%	25.30%	44.00%	15.40%	59.40%
2022	90	498	33.00%	39.00%	26.00%	2.00%	28.00%
2023	65	504	38.00%	29.00%	26.00%	6.00%	32.00%
2024	68	523	19.00%	40.00%	21.00%	21.00%	42.00%
2025	69	510	24.60%	43.50%	23.50%	8.70%	32.20%
BOY	57	x	5.30%	42.10%	35.10%	17.50%	52.60%
MOY	56	x	7.10%	46.40%	35.70%	10.70%	46.40%
EOY		x					



# Georgia Milestones EOG - 4th Grade

ELA	Number Tested	Mean Scale Score	% Beginning Learner	% Developing Learner	% Proficient Learner	% Distinguished Learner	% Proficient Learner & Above
2015	77	496	35.10%	41.60%	22.10%	1.30%	23.40%
2016	77	501	26.00%	37.70%	31.20%	5.20%	36.40%
2017	98	498	34.70%	28.60%	33.70%	3.10%	36.80%
2018	93	507	28.00%	30.10%	32.30%	9.70%	42.00%
2019	84	495	34.50%	35.70%	23.80%	6.00%	29.80%
2022	89	472	57.00%	24.00%	17.00%	2.00%	19.00%
2023	86	481	48.00%	29.00%	19.00%	5.00%	24.00%
2024	61	476	51.00%	30.00%	13.00%	7.00%	20.00%
2025	65	496	47.70%	24.60%	18.50%	9.20%	27.70%
BOY	62	x	46.80%	22.60%	27.40%	3.20%	30.60%
MOY	62	x	35.50%	40.30%	17.70%	6.50%	24.20%
EOY		x					

MATH	Number Tested	Mean Scale Score	% Beginning Learner	% Developing Learner	% Proficient Learner	% Distinguished Learner	% Proficient Learner & Above
2015	78	511	24.40%	38.50%	30.80%	6.40%	37.20%
2016	77	504	24.70%	44.20%	29.90%	1.30%	31.20%
2017	101	503	22.80%	51.50%	21.80%	4.00%	25.80%
2018	93	512	20.40%	45.20%	28.00%	6.50%	34.50%
2019	84	503	31.00%	38.10%	23.80%	7.10%	30.90%
2022	89	487	40.00%	44.00%	11.00%	4.00%	15.00%
2023	86	500	37.00%	30.00%	24.00%	8.00%	32.00%
2024	61	495	38.00%	39.00%	15.00%	8.00%	23.00%
2025	65	507	29.20%	38.50%	20.00%	12.30%	32.30%
BOY	62	x	22.60%	33.90%	37.10%	6.50%	43.60%
MOY	63	x	17.50%	41.30%	33.30%	7.90%	41.20%
EOY		x					



# Georgia Milestones EOG - 5th Grade

ELA	Number Tested	Mean Scale Score	% Beginning Learner	% Developing Learner	% Proficient Learner	% Distinguished Learner	% Proficient Learner & Above
2015	71	506	28.20%	36.60%	29.60%	5.60%	35.20%
2016	77	502	27.30%	33.80%	36.40%	2.60%	39.00%
2017	77	512	18.20%	42.90%	36.40%	2.60%	39.00%
2018	101	508	26.70%	41.60%	24.80%	6.90%	31.70%
2019	96	511	27.10%	31.30%	34.40%	7.30%	41.70%
2022	90	489	41.00%	38.00%	17.00%	4.00%	21.00%
2023	84	497	36.00%	29.00%	29.00%	7.00%	36.00%
2024	87	502	30.00%	40.00%	20.00%	10.00%	30.00%
2025	68	491	33.80%	42.60%	19.10%	4.40%	23.50%
BOY	58	x	20.70%	37.90%	34.50%	6.90%	41.40%
MOY	59	x	23.70%	30.50%	33.90%	11.90%	45.80%
EOY		x					

MATH	Number Tested	Mean Scale Score	% Beginning Learner	% Developing Learner	% Proficient Learner	% Distinguished Learner	% Proficient Learner & Above
2015	71	512	22.50%	35.20%	36.60%	5.60%	42.20%
2016	76	506	35.50%	27.60%	30.30%	6.60%	36.90%
2017	77	511	20.80%	45.50%	26.00%	7.80%	33.80%
2018	101	501	31.70%	41.60%	19.80%	6.90%	26.70%
2019	96	487	49.00%	31.30%	13.50%	6.30%	19.80%
2022	90	464	70.00%	26.00%	3.00%	1.00%	4.00%
2023	84	494	42.00%	30.00%	19.00%	10.00%	29.00%
2024	87	501	36.00%	33.00%	23.00%	8.00%	31.00%
2025	68	494	38.20%	38.20%	11.80%	11.80%	23.60%
BOY	58	x	12.10%	53.40%	24.10%	10.30%	34.40%
MOY	60	x	21.70%	43.30%	21.70%	13.30%	35.00%
EOY		x					



# Georgia Milestones EOG - 5th Grade

SCIENCE	Number Tested	Mean Scale Score	% Beginning Learner	% Developing Learner	% Proficient Learner	% Distinguished Learner	% Proficient Learner & Above
2015	71	501	28.20%	39.40%	28.20%	4.20%	32.40%
2016	76	495	31.60%	32.90%	30.30%	5.30%	35.60%
2017	77	499	31.20%	31.20%	36.40%	1.30%	<b>37.70%</b>
2018	100	496	33.00%	38.00%	28.00%	1.00%	29.00%
2019	95	490	43.20%	31.60%	18.90%	6.30%	25.20%
2022	90	463	64.00%	24.00%	10.00%	1.00%	11.00%
2023	84	486	54.00%	14.00%	26.00%	6.00%	32.00%
2024	87	483	55.00%	18.00%	17.00%	9.00%	26.00%
2025	68	486	54.40%	20.60%	13.20%	11.80%	25.00%
BOY	56	x	42.90%	25.00%	25.00%	7.10%	32.10%
MOY	58	x	29.30%	25.90%	32.80%	12.10%	<b>44.90%</b>
EOY		x					





## What will testing look like at MES?

- Students will arrive to school, eat breakfast, and then proceed to their classroom like normal. Students will need their fully charged district issued laptop for testing.
- Testing will begin by 8:30am. If your student arrives after the test has begun, they will not be allowed to test that morning and will need to make up that section at a later date. Tardy students will go to a class where they will work on homework or other assignments until testing is completed for the day.
- Students who have to complete make-up tests may not be able to participate in field day or other activities.
- There will be no student checkouts until the test session is over each day.
- We will have treats for students who are on-time and complete the exam each day.



# What will testing look like at MES?

## Other GMAS Activities



- Inspirational Letters from Parents/Classmates
- Spirit Week w/Pep Rally
- Daily treats for students who are on time and complete their tests
- MES 25-26 Treats
- Teacher T-Shirts & Jeans Days



# What Can Parents/Guardians Do During Testing?



**SLEEP WELL**

- A good night's sleep recharges the brain
- Elementary students need 9-11 hours per night
- Well rested = Alert, Relaxed, Calm, Ready

**EAT WELL**

- Jump start the day with a nutritious breakfast
- Help your child stay focused
- Avoid sugary food, which can make kids crash

**TIPS  
For  
TEST SUCCESS**

**DON'T WORRY**

- Keep your stress low - Kids pick up on it
- Encourage your child to do their best
- Find ways to help him/her wind down at night

**BE HAPPY**

- Send your child off with a positive outlook
- Remind them to relax & pace themselves
- Be your child's biggest CheerLeader!

## Other tips:

- **BE ON TIME!** Be a little early if possible - pack things up the night before. Remember - Rushing = Stress
- Be positive, encouraging, and motivating
- Make sure your student fully charges their Chromebook each night before school
- Don't try any new foods the night before the test. You don't know how their stomach may react.
- On the morning of the test, have a normal morning routine; anything unusual may increase anxiety levels
- If your student is normally not a morning eater, it's still a good idea to eat something small like a banana, apple, or nuts
- Remind students to take their time and read everything carefully



# Achievement Level Descriptors

Achievement levels describe student mastery and command of the knowledge and skills outlined in the state content standards and give meaning and context to scale scores by describing the knowledge and skills students must demonstrate to achieve each level.

Policy Descriptors			
Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
<p><b>Beginning Learners do not yet demonstrate proficiency in the knowledge and skills</b> necessary at this grade level/course of learning, as specified in Georgia’s content standards. The students <b>need substantial academic support</b> to be prepared for the next grade level or course and to be on track for post-secondary readiness.</p>	<p><b>Developing Learners demonstrate partial proficiency in the knowledge and skills</b> necessary at this grade level/course of learning, as specified in Georgia’s content standards. The students <b>need additional academic support</b> to ensure success in the next grade level or course and to be on track for post-secondary readiness.</p>	<p><b>Proficient Learners demonstrate proficiency in the knowledge and skills</b> necessary at this grade level/course of learning, as specified in Georgia’s content standards. The students <b>are prepared</b> for the next grade level or course and are on track for postsecondary readiness.</p>	<p><b>Distinguished Learners demonstrate advanced proficiency in the knowledge and skills</b> necessary at this grade level/course of learning, as specified in Georgia’s content standards. The students <b>are well prepared</b> for the next grade level or course and are well prepared for post-secondary readiness.</p>



# Have Students Practice Regularly

Regularly practice the material using the state provided study guides, practice tests, and other online resources. This should also include effective test-taking strategies such as time management, reading and understanding instructions, and using the process of elimination to arrive at the correct answer.

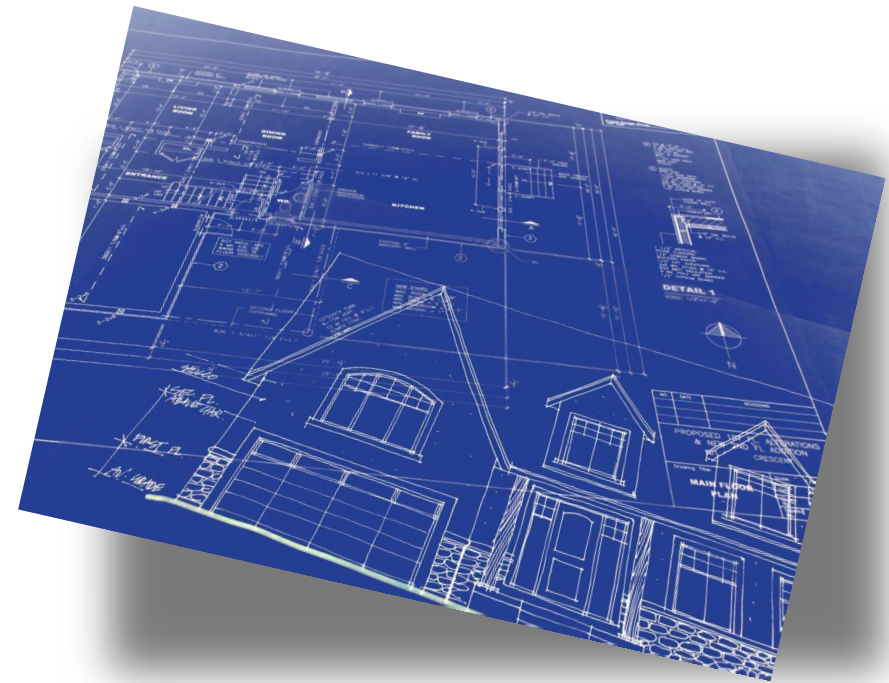




# Test Blueprints

Test blueprints indicate the intentional selection of standards and priorities for an assessment based on the purpose of that assessment.

Blueprints define content from academic standards that can be appropriately measured by the assessment and delineate appropriate proportions of the content for the assessment.





## Resources for Parents & Guardians

- The GMAS Study/Resource Guide for Students and Parents is a great resource for parents and students
- It contains sample questions and helpful activities to give you an idea of what test questions look like and what the GMAS covers

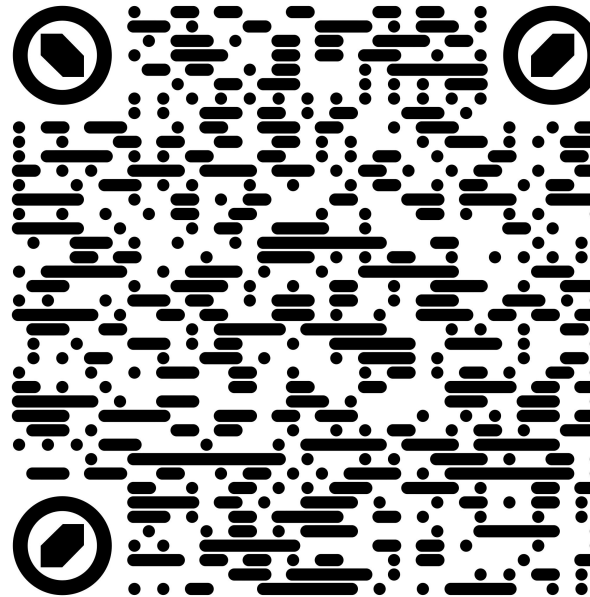


3rd GRADE

[3rd Grade](#)

[4th Grade](#)

[5th Grade](#)

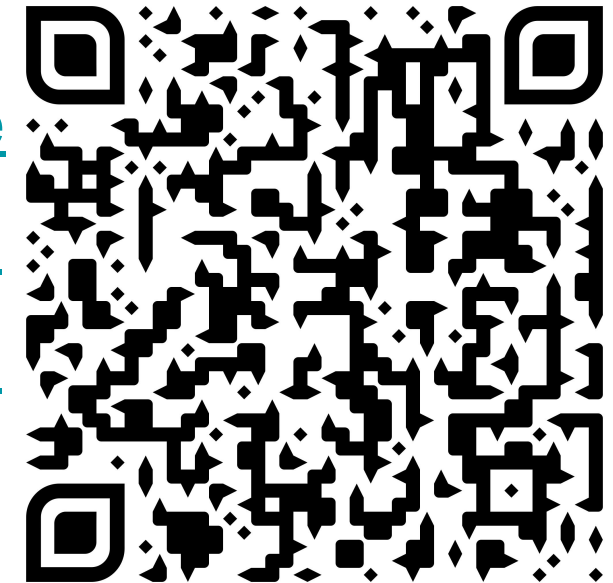


4th GRADE

[3rd Grade](#)

[4th Grade](#)

[5th Grade](#)

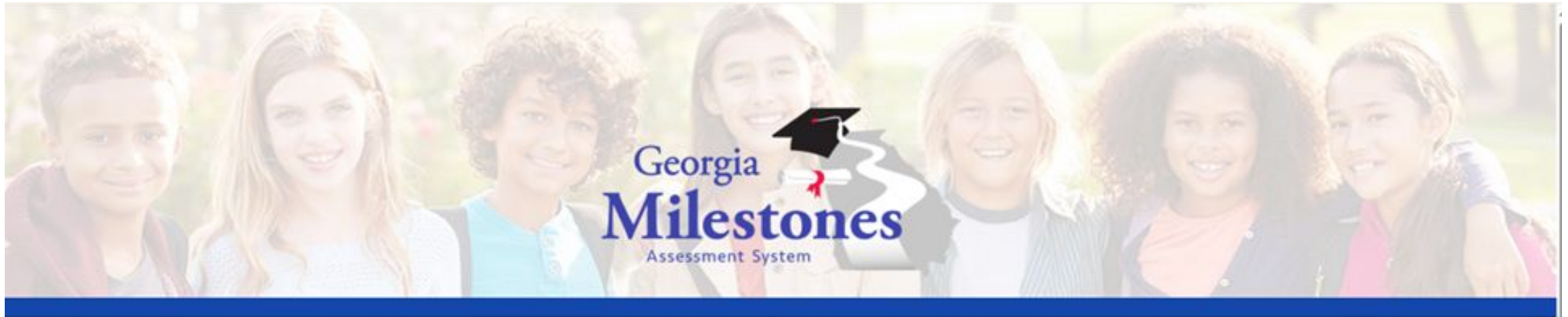


5th GRADE



# Let's Practice!

[Practice Tests - Click Here](#)



## Welcome to Experience Online Testing Georgia!

This practice site is a chance for students to learn more about the structure and content of the Georgia Milestones Assessments, experience online testing, and practice using online tools. Parents and educators are also welcome to explore this site along with the Georgia Department of Education website which provides further information.

The Test Practice & Online Guides icon links to online study guides, online assessment guides, and demonstration tests. The online study and assessment guides have content instruction as well as practice items for specific grades or courses. The items on the demonstration tests are general and are organized by grade or course in the content areas of English Language Arts, Mathematics, Science, and Social Studies. The guides and demonstration tests are not graded, so have fun!



Documentation



Tutorial



Test Practice & Online Guides



## More Resources for Parents & Guardians

- [Tips to Prepare for the State Assessment](#)
- [How to Read with Your Child Video](#)
- National PTA: [Family Guide to Annual State Tests in Georgia](#)
- PBS Article: [Make a Plan! How to Help When Your Child Is Anxious](#)
- Scholastic Article: [Help Your Child Prepare for Standardized Tests](#)
- Education Corner Website: [Study Skills for Students](#)
- Help students practice for GMAS here: [Experience Online Testing Georgia](#)
- [CCPS Parent Resources for GMAS](#)



## How will Morrow Elementary use the scores from GMAS to support your child and the school?

- School improvement
- Knowing if your student is on grade level
- Understanding your student's strengths and deficits
- Helps to determine placement for specialized programs and/or services
- Gifted testing
- Placement for EIP
- Placement for upcoming classes
- Placement for summer remediation
- Determining lexile levels



Questions?

