Georgia Milestones Assessment System

(GMAS)

What is GMAS?

The Georgia Milestones Assessment System is a comprehensive summative assessment program and represents a single system of summative assessments that span all three levels of the state's educational system – elementary, middle, and high school. The system is designed to send consistent signals about students' preparedness for the next level, be it the next grade, course, or endeavor, such as entering college or beginning a career after leaving the K-12 educational system.

What's the point of the GMAS?

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, science, and social studies.

Georgia Milestones is designed to provide students with critical information about their own achievement and their readiness for their next level of learning.

What will my child be assessed on?

Georgia Milestones	ELA	Mathematics	Science	Social Studies
End-of-Grade (EOG)	Grades 3-8	Grades 3-8	Grades 5 & 8	Grade 8
End-of-Course (EOC)	American Literature & Composition	Algebra I / Coordinate Algebra	Biology	U.S. History

What should I know?

Georgia Milestones is administered primarily on the computer and includes the following features:

- Technology-enhanced items in all grades and courses,
- Open-ended (constructed response) items in English language arts in all grades and courses,
- A writing component (in response to passages read by students) at every grade level and course within the English language arts assessment,
- A reported Lexile score based on the English language arts assessment in all grades and courses, and
- Estimated norm-referenced performance ranges for all grades and courses.

ELA

The Grades 3-5 English Language Arts (ELA) EOG assessment will measure the grade level standards that are described at www.georgiastandards.org. The content of the assessment covers standards that are reported under these domains:

- Reading and Vocabulary - 53%
- Writing and Languages - 47%

There are two kinds of texts—literary and informational text. There are two kinds of essays students may be asked to write—an opinion essay and an informational or explanatory essay. Students will also write an extended constructed-response using narrative techniques. Students may be asked to continue a story or perhaps write a new beginning, for example.

3rd Grade Math

Claims and Targets	Content Standards Assessed	Approximate # of Points
Numerical Reasoning		**14**
Use place value reasoning to represent, read, write, and compare numerical values up to 10,000 and round whole numbers up to 1,000.	3.NR.1	6
Represent fractions with denominators of 2, 3, 4, 6 and 8 in multiple ways within a framework using visual models.	3.NR.4	8
Patterning & Algebraic Reasoning		**20**
Use part-whole strategies to represent and solve real-life problems involving addition and subtraction with whole numbers up to 10,000.	3.PAR.2	6
Use part-whole strategies to solve real-life, mathematical problems involving multiplication and division with whole numbers within 100.	3.PAR.3	14
Measurement & Data Reasoning		**10**
Solve real-life, mathematical problems involving length, liquid volume, mass, and time and analyze graphical displays of data to answer relevant questions.	3.MDR.5	10
Geometric & Spatial Reasoning		**14**
Identify the attributes of polygons, including parallel segments, perpendicular segments, right angles, and symmetry.	3.GSR.6	6
Identify area as a measurable attribute of rectangles and determine the area of a rectangle presented in real-life, mathematical problems.	3.GSR.7	8
Determine the perimeter of a polygon presented in real-life, mathematical problems.	3.GSR.8	
	Total	**58**

4th Grade Math

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Grade 4 Mathematics

ASSESSMENT BLUEPRINT

Claims, Targets, and Content Standards

Claims and Targets	Content Standards Assessed	Approximate # of Points
Numerical Reasoning		**30**
Recognize patterns within the base ten place value system with quantities presented in real-life situations to compare and round multi-digit whole numbers through the hundred-thousands place.	4.NR.1	7
Using part-whole strategies, solve problems involving addition and subtraction through the hundred-thousands place, as well as multiplication and division of multi-digit whole numbers presented in real-life, mathematical situations.	4.NR.2	8
Solve real-life problems involving addition, subtraction, equivalence, and comparison of fractions with denominators of 2, 3, 4, 5, 6, 8, 10, 12, and 100 using part-whole strategies and visual models.	4.NR.4	8
Solve real-life problems involving addition, equivalence, comparison of fractions with denominators of 10 and 100, and comparison of decimal numbers as tenths and hundredths using part-whole strategies and visual models.	4.NR.5	7
Patterning & Algebraic Reasoning		**7**
Generate and analyze patterns, including those involving shapes, input/output diagrams, factors, multiples, prime numbers, and composite numbers.	4.PAR.3	7
Measurement & Data Reasoning		**8**
Measure time and objects that exist in the world to solve real-life, mathematical problems and analyze graphical displays of data to answer relevant questions.	4.MDR.6	8
Geometric & Spatial Reasoning		**13**
Investigate the concepts of angles and angle measurement to estimate and measure angles.	4.GSR.7	6
Identify and draw geometric objects, classify polygons based on properties, and solve problems involving area and perimeter of rectangular figures.	4.GSR.8	7
	Total	**58**

5th Grade Math

Claims, Targets, and Content Standards

Claims and Targets	Content Standards Assessed	Approximate # of Points
Numerical Reasoning		**38**
Use place value understanding to solve real-life, mathematical problems.	5.NR.1	14
Read, write, and compare decimal numbers to the thousandths place, and round and perform operations with decimal numbers to the hundredths place to solve relevant, mathematical problems.	5.NR.4	
Describe fractions and perform operations with fractions to solve relevant, mathematical problems using part-whole strategies and visual models.	5.NR.3	14
Multiply and divide multi-digit whole numbers to solve relevant, mathematical problems.	5.NR.2	10
Write, interpret, and evaluate numerical expressions within authentic problems.	5.NR.5	
Patterning & Algebraic Reasoning		**6**
Solve relevant problems by creating and analyzing numerical patterns using the given rule(s).	5.PAR.6	6
Measurement & Data Reasoning		**7**
Solve problems involving customary measurements, metric measurements, and time and analyze graphical displays of data to answer relevant questions.	5.MDR.7	7
Geometric & Spatial Reasoning		**7**
Examine properties of polygons and rectangular prisms, classify polygons by their properties, and discover volume of right rectangular prisms.	5.GSR.8	7
	Total	**58**

Science - 5th Grade only

The Grade 5 Science EOG assessment will measure the Grade 5 Science standards that are described at www.georgiastandards.org. The Science Georgia Standards of Excellence are designed to provide foundational knowledge and skills for all students to develop proficiency in science. These standards focus on a limited number of core disciplinary ideas and crosscutting concepts which build from kindergarten to high school. The content of the assessment covers standards that are reported under these domains:

- Earth Science- 23%
- Physical Science - 35%
- Life Science- 42%

Operational items in the Science portion of the Grade 5 EOG assessment consist of selected-response (multiple-choice) items and technology-enhanced items.

Achievement Level Descriptors

What do the scores mean?

1 = Beginning Learner: Beginning learners do not demonstrate proficiency in the knowledge and skills necessary at this grade level. The students need substantial academic support to be prepared for the next grade level.

2 = Developing Learner: Developing learners demonstrate partial proficiency in the knowledge and skills needed at this grade level. These students need additional academic support to be ready for the next grade level.

Achievement Level Descriptors

What do the scores mean?

3 = Proficient Learners: Proficient learners demonstrate proficiency in the knowledge and skills necessary at this grade level. These students are well prepared for the next grade level.

4 = Distinguished Learners: These students demonstrate advanced proficiency in the knowledge and skills necessary at this grade level. They are well prepared for the next grade level.

Accountability

Please be aware that students will be accountable for their GMAS scores. This means a student who scores below the Lexile Stretch Band for 3rd grade (520L) or 5th grade (830L) will be required to retake the GMAS assessment for reading.

Even though fourth grade is not a retention year, scores will be considered for next year's class placement.

GMAS Schedule at MVE

ELA	**Section 1 - April 23** **Section 2 - April 24** **Section 3 - April 25**
Math	**Section 1 - April 30** **Section 2 - May 1**
Science (5th Grade Only)	**Sections 1 & 2 - May 2**