

Assessment Update

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December 7, 2023

Agenda

- Assessment Guidance
- Roles and Responsibilities
- Program and Policy Updates



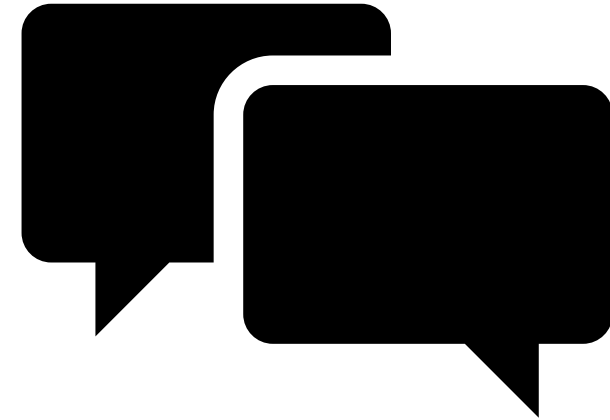
Successful Implementation



The successful implementation of the statewide assessment program requires a concerted effort by many individuals.

Communication

- Maintains current information on the statewide assessment program
- Maintains current information on IDEA, state rules, and waiver process
- Accounts for the participation of all students
- Ensures all individuals with security roles remain current to ensure compliance



Conversations with Students and Families



Discuss

Testing requirements
The role of the IEP team in identifying test accommodations



Provide

Pertinent test information
Key terminology

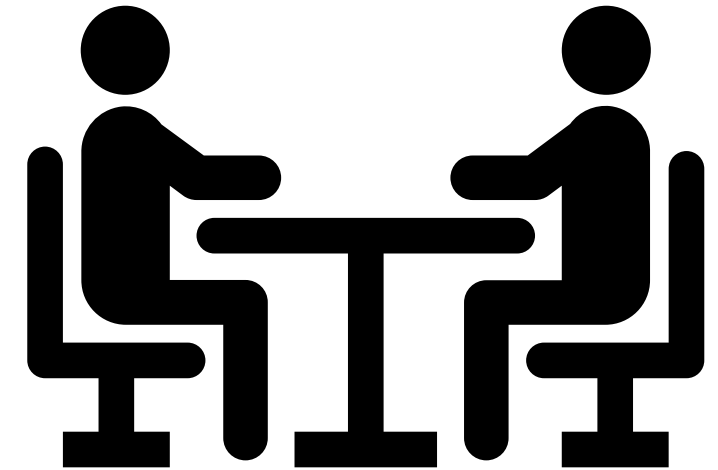


Carefully Review

Promotion and Retention policies
Impact of assessment placement decisions

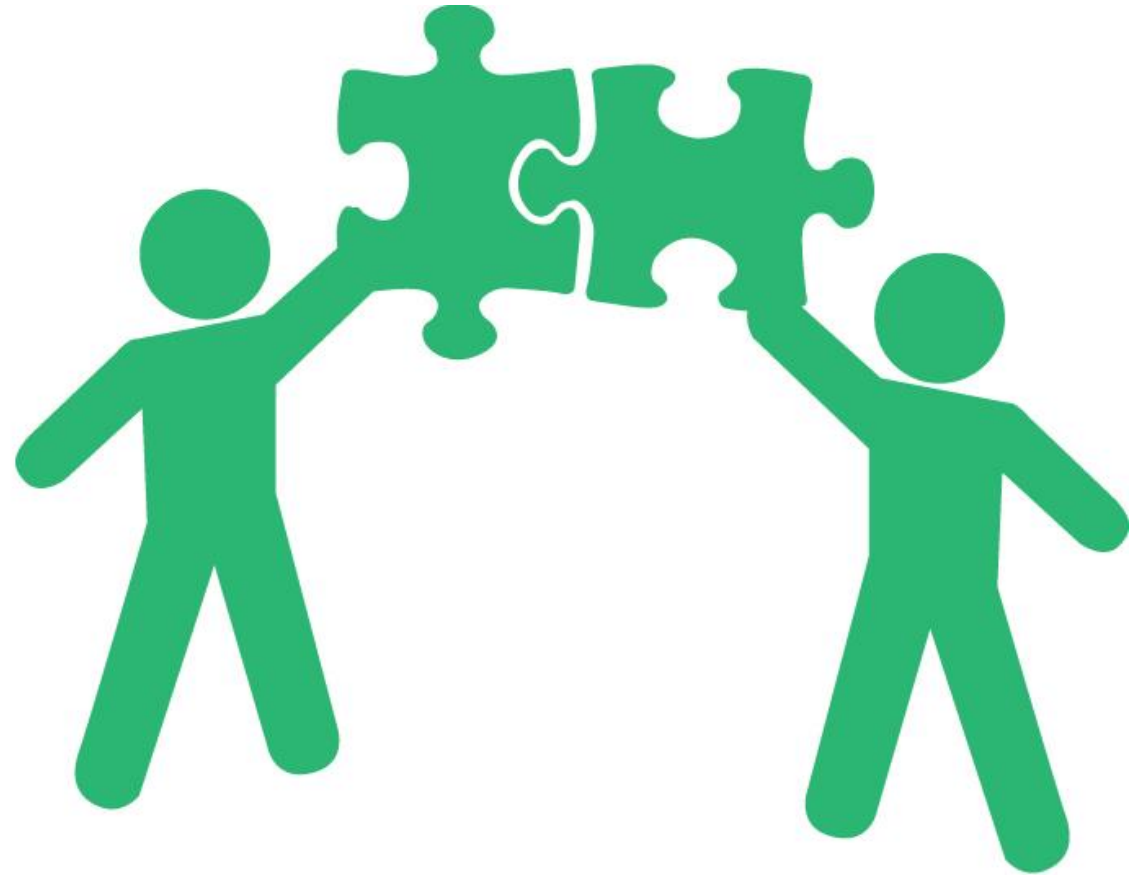
Collaboration with STC

Discuss	Discuss special accommodation requests at least eight weeks before the opening of a testing window
Discuss	Discuss the number of students who must receive each accommodation
Ensure	Ensure accommodations have been coded properly in testing platforms



Technical Assistance

- Ensure all designated special education teachers have been trained to administer the GAA 2.0
- Provide technical assistance to special education teachers on test administration
- Collaborate with Title III/ESOL colleagues to train to administer the WIDA Alternate ACCESS



Currently Enrolled Students

- Are assessment accommodations already documented?
- How do you know students are familiar with their designated supports?
- What guidance have you provided teams about assigning new accommodations right before testing?

Testing Environment

Ensure students have been taught test-taking skills before taking the tests.

Inform STC of the number of special format tests needed.

Coordinate with the STC for the successful implementation of online assessments.

Assessment Accommodations

Determined by IEP Team

Must be a part of classroom daily instruction

Only approved accommodations may be used

Special Accommodation Requests

Assessment	Window	Deadline
Georgia Milestones Winter	11/20/2023 – 1/10/2024	10/9/2023
WIDA ACCESS/Alternate	1/10/2024 – 3/1/2024	11/29/2023
GAA 2.0	3/25/2024 – 5/3/2024	2/12/2024
Georgia Milestones Spring	4/15/2024 – 5/24/2024	3/4/2024

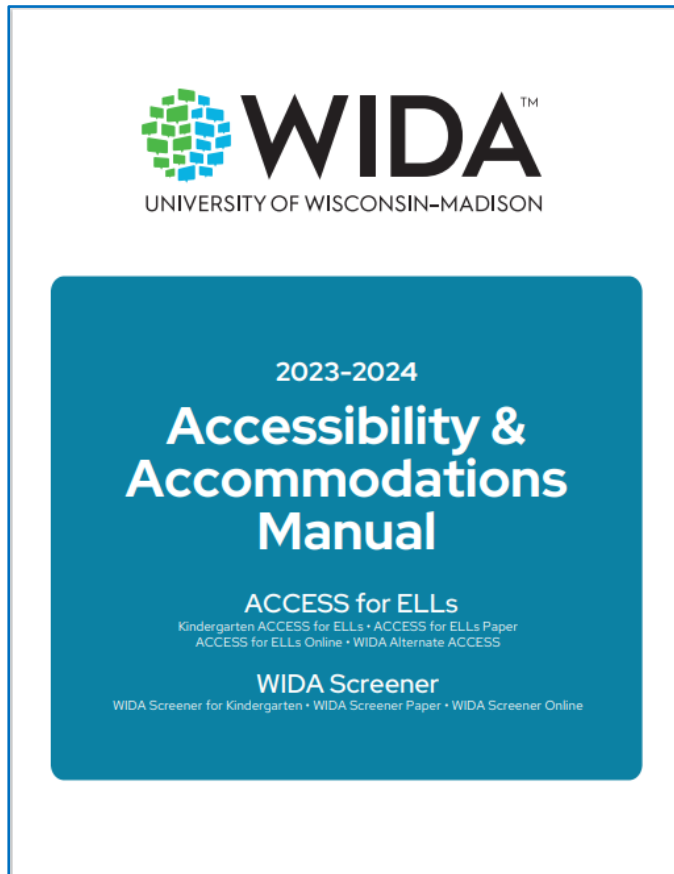
WIDA ACCESS/Alternate ACCESS

Activity	Start	End
Test Set-up Available	Mon 12/4/2023	Fri 3/1/2024
Test Material Arrive	Thu 1/5/2024	Thu 1/5/2024
Additional Materials Ordering	Thu 1/5/2024	Fri 2/23/2024
Test Window	Wed 1/10/2024	Fri 3/1/2024
Deadline for Shipping Test Material	Wed 3/6/2024	Wed 3/6/2024
Pre-Reporting Data Validation	Thu 3/28/2024	Wed 4/10/2024
Reports and Data Files-Online	Fri 4/26/2024	Fri 4/26/2024
Printed Reports Arrive	Fri 5/10/2024	Fri 5/10/2024
Post-Reporting Data Validation	Mon 5/6/2024	Fri 5/17/2024
Final Reports posted	Tue 6/4/2024	Tue 6/4/2024
Alternate ACCESS Reports and Data Files – Online	Tue 9/11/2024	Tue 9/11/2024
Alternate ACCESS Reports – Printed	Wed 9/25/24	Wed 9/25/24

WIDA Alternate ACCESS Eligibility Criteria

1. IEP documentation must provide clear evidence that the student's daily instruction is based on alternate content standards.
2. The student must be an English learner and a student with the most significant cognitive disabilities. Students with the most significant cognitive disabilities or intellectual disabilities concurrent with motor, sensory, or emotional/behavioral disabilities require substantial adaptations and supports to access the general curriculum and require additional instruction focused on relevant life skills.
3. The student is unable to access the content of Kindergarten ACCESS or WIDA ACCESS, even with the provision of all necessary universal tools, allowable accommodations, and administrative considerations.
4. Students with the most significant cognitive disabilities in grades 3-12 and instructed on alternate content standards are eligible for the Georgia Alternate Assessment (GAA 2.0).

WIDA Accessibility Accommodations



- This manual describes how to select and provide accessibility supports and accommodations for ACCESS for ELLs.

Updated Mathematics Assessments

Tests

GKIDS

Keenville

Georgia Milestones EOC Winter

Georgia Milestones EOG and EOC Spring

Click here to view [Understanding Georgia Milestones - Mathematics - Recorded Webinar](#)

Mathematics Standard Setting

- Standard setting for mathematics will occur in the summer of 2024.
- Score reporting for mathematics will be delayed to late summer/early fall 2024.
- Scores will not be available in time for promotion decisions and course grades.

Policy Update



Reporting of Mathematics

- The State Board of Education has approved a waiver of promotion requirements for grades 5 and 8 and EOC course grade requirements for mathematics for the 2023-2024 school year.
- There will be no EOG Retest administration for math in 2024.
- The ELA retest will remain available.

Calculator Policy

- Grades 6-7: scientific or basic calculator
- Grade 8 and Algebra: graphing or scientific calculator
- Online platform includes the appropriate (Desmos) calculators
- Desmos calculators are available online for instructional use (<http://www.desmos.com/testing/georgia>)
- Georgia Milestones mathematics assessments will not include a non-calculator section for grades 6-8 and Algebra: Concepts & Connections.

Testing Platform Updates



Enhanced Student Experience

Live Demonstration – <http://www.gaexperienceonline.com/>

Biology Training Student

DRC INSIGHT™

Question: 4

← → [Navigation icons]

Chemical Discovery

A scientist formed Chemical X in a laboratory. The material was then analyzed by other scientists.

Molecular Structure of Chemical X

Analysis showed that the chemical was composed of long chains of repeated copies of CH₂ molecules.

Which type of organic molecule was **most likely** formed by the scientist in the laboratory?

(Practice Hint: Use the Masking tool to cover some of the information on the screen.)

- (a) lipid
- (b) protein
- (c) nucleic acid
- (d) carbohydrate

Enhanced Student Experience: ELA



DRC INSIGHT Classic Student Experience

DRC INSIGHT Enhanced Student Experience

English Language Arts—Grade 4 Training Student

Question 5

(Practice Hint: Use the Line Guide tool to help guide your progress through the passage.)

Read the following passage about a young person's first day at a new school.

Mystery Club
by Maurissa Guibord

As the school bus rumbled toward home, Marisa thought about the reasons she didn't want to go to Penmark School. First of all, she'd had to leave all her friends in California to come to Maine. Second, her family needed to move two weeks after the school year started so that Mom could start her new job at the medical center. And third? Well, Marisa couldn't think of a third, but she figured those two were enough for her first day.

Marisa stared out at the fields rolling by. She sighed and reached into her backpack. At least she had a good mystery to read. But she hadn't even read a whole sentence from her book before a voice next to her made her jump.

"Hey, I've read that one. It's great."

Marisa turned to see a girl in a fuzzy purple sweater. "I'm Shelly," said the girl, and she grinned so hard her gums showed.

Marisa felt herself smiling back. "I'm Marisa," she said. "We have the same homeroom, right?"

Shelly nodded. Then she pointed to the book Marisa held. "I have to tell you—," she began.

"No!" Marisa covered her ears with her hands. "Don't tell me about it!"

(Practice Hint: Use the Cross-Off tool to mark answer choices you believe are incorrect.)

In the phrase "give away the ending," what does "give away" mean?

- (a) reveal
- (b) sell
- (c) copy
- (d) locate

Review/End Test Pause Flag Options Back Next

English Language Arts—Grade 4 Training Student DRC INSIGHT

Question: 5

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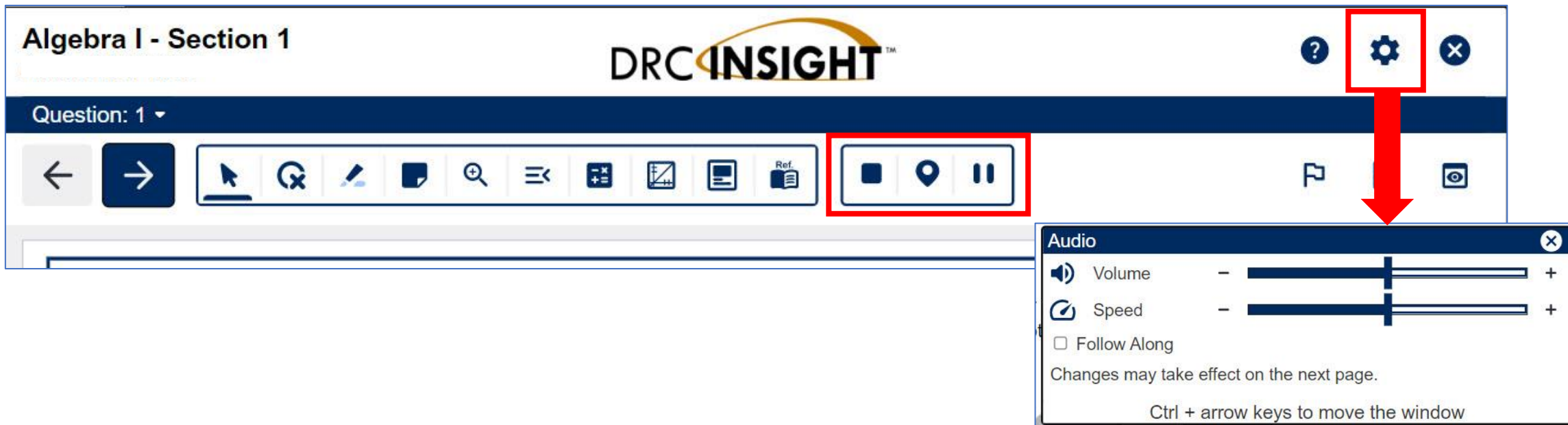
ELA Scrolling Passages

Enhanced Student Experience

Accommodation Controls


Online Audio enables ability to stop, pause, or restart the audio.

Click on “Options”  to adjust volume and speed during testing.



The screenshot displays the DRC INSIGHT testing interface. At the top, it shows 'Algebra I - Section 1' and the 'DRC INSIGHT' logo. A red box highlights the gear icon in the top right corner, which is the 'Options' menu. Below the question title 'Question: 1', a toolbar contains various navigation and tool icons. A red box highlights a sub-toolbar containing three audio control icons: a square (stop), a location pin (mute), and a vertical bar with two vertical lines (pause). A red arrow points from the gear icon to an 'Audio' control panel. This panel includes sliders for 'Volume' and 'Speed', a 'Follow Along' checkbox, and the text 'Changes may take effect on the next page.' and 'Ctrl + arrow keys to move the window'.

Enhanced Student Experience

The Review/End Test button  is the proper way to review test items and Submit the test for scoring.

Flag

Review or End Test



Question has been Flagged



Enhanced Student Experience

Review Test Screen

G8 SPT 2023
Training Student

DRC INSIGHT™

Review Test

You have **24** unanswered questions.
Please be sure you have answered all of the questions.
Click on the question line to move to that question.

Question	Unanswered	Flagged	Passage
Question #1	!	🚩	Thinking up a Storm_The Teamwork
Question #2	!		Thinking up a Storm_The Teamwork
Question #3	!		Thinking up a Storm_The Teamwork Trap
Question #4	!		Thinking up a Storm_The Teamwork Trap
Question #5	!		Thinking up a Storm_The Teamwork Trap
Question #6 Page 1 of 2	!		Tranquility Falls
Question #6 Page 2 of 2	!		Tranquility Falls

Once you have finished taking the test, click the **End Test** button to end your test.
To continue testing, click the **Return to Questions** button.

[Return to Questions](#) [End Test](#)

Table Filter
flagged, unanswered ▾
Deselect All
 Show flagged
 Show unanswered

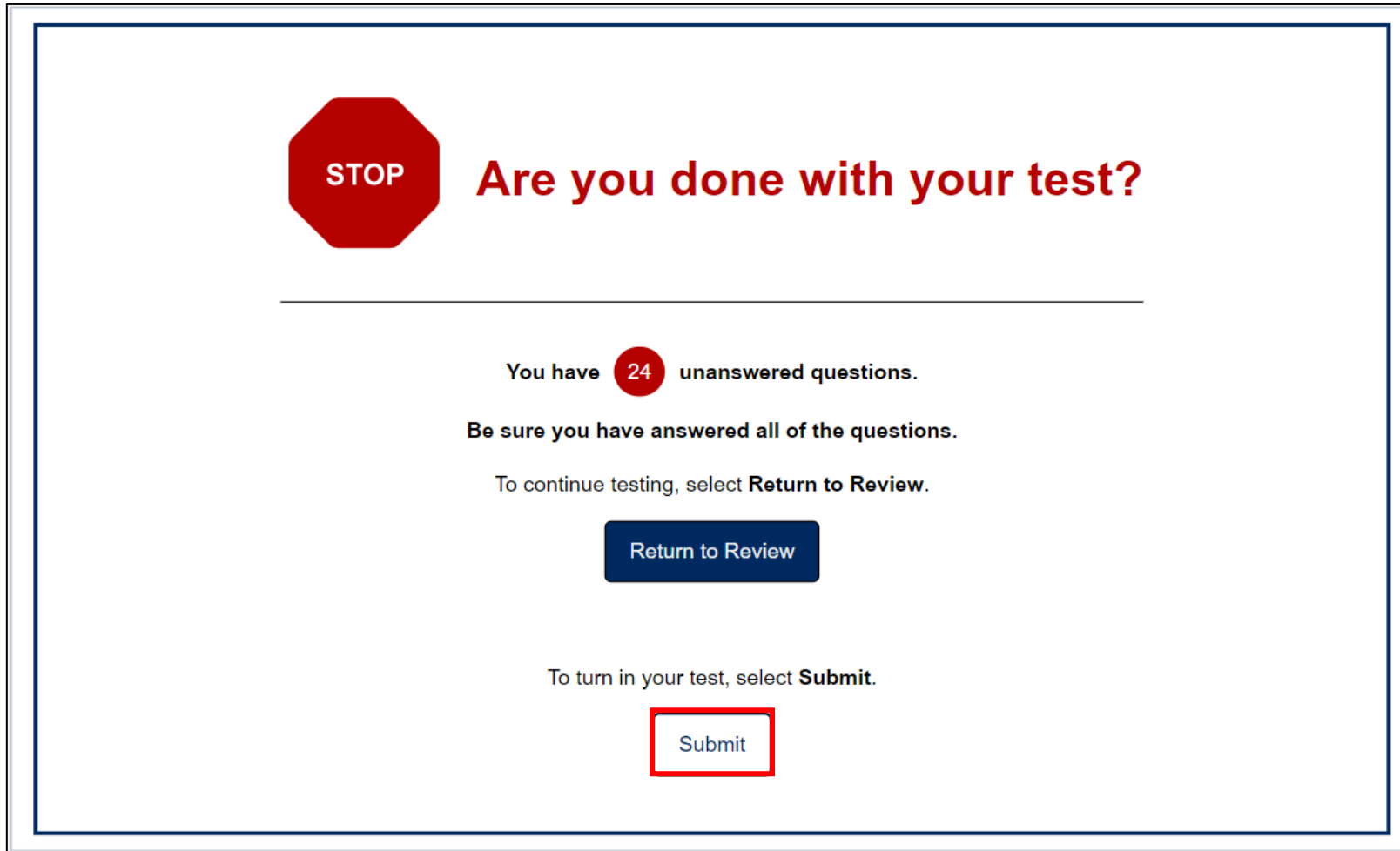
Table Filter Option
Default filters are:

- Show flagged
- Show unanswered

View Flagged Questions

Enhanced Student Experience

End Test Screen



The image shows a mockup of an end test screen. At the top left is a red octagonal stop sign with the word "STOP" in white. To its right, the text "Are you done with your test?" is displayed in red. Below this, a horizontal line separates the header from the main content. The main content includes the text "You have 24 unanswered questions." where "24" is inside a red circle. Below that is the instruction "Be sure you have answered all of the questions." followed by "To continue testing, select Return to Review." and a dark blue button labeled "Return to Review". At the bottom, it says "To turn in your test, select Submit." with a white button labeled "Submit" that has a red rectangular border around it.

STOP Are you done with your test?

You have **24** unanswered questions.

Be sure you have answered all of the questions.

To continue testing, select **Return to Review**.

Return to Review

To turn in your test, select **Submit**.

Submit

GAA 2.0



Online Response Features:

- Exit and Exit and Save Buttons
- LCI Teacher Permission
- Streamlined Scaffolding Directions

Apply Stopping Rule Complete Assessment Exit and Save

Task 1 ✓ Task 2 ✓ Task 3 ✓ Task 4 ✓ Task 5 ✓ Task 6

Part A. Low complexity/High support
[View Part A Script](#)
Which is the BEST picture to illustrate information about good places for solar panels?

A picture of a home surrounded by trees.
 A picture of a home with open space around it.
 no response

Based on the student's response, provide the scaffolding below.

SAY: Remember, the picture should help the reader understand the information in your report. You want to use a picture that shows a place that is a good choice for solar panels.

Let's read these sentences again.

DO: Point to the sentences as you read them.

SAY: Some places get more sun than other places. Those places are best for solar panels.

Which would be the BEST picture to illustrate information about good places for solar panels?

DO: Point to the answer options as you read the statements.

Part A Script
Scenario: Solar Energy

DO: If you read "Solar Energy" in the previous task,

SAY: We read a text called "Solar Energy." Let's read it again.

DO: If you did NOT read "Solar Energy" in the previous task,

SAY: We are going to read a text. The title of the text is "Solar Energy."

DO: Point to the pictures as you read the text.

SAY: After we read, you will write a report about solar energy.

DO: Point to the pictures as you read the text.

SAY: People use electricity to provide power for many things. Without electricity, our homes would be dark. There would be many things we wouldn't be able to use. We would not be able to turn on the lights or the computer. The washing machine would not work, and neither would the refrigerator. Our need for electricity grows every day.

Contact Information

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Questions