

Portfolio Review

Considerations for teachers and portfolio reviewers

- ❖ Portfolio evidence and annotations are best reviewed by someone who was not present while the student performed the tasks and has received no prior explanation of what the student did.
- ❖ Review each of the four assessment tasks to be certain that they all align to the element/indicator as it applies to the standard.
- ❖ Review each piece of evidence to see that **all requirements for evidence have been met.**
- ❖ Review to ensure that all necessary documentation has been provided. It is very important that documentation be **clear and concise.**

Resources

GAA Presentations Portlet:

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA-Presentations.aspx>

GAA Resource Board: comprehensive resource tool for exchanging education data and information.

<http://admin.doe.k12.ga.us/gadoe/sla/agps.nsf>

GPS Standards and Frameworks:

<https://www.georgiastandards.org/Frameworks>

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Dr. John D. Barge, State School Superintendent

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QAI12733



Georgia Alternate Assessment Information and Resources for 2013-2014

2013-2014 Administration Window
September 3, 2013 – March 28, 2014

REMINDERS FOR 2013-2014

GAA Blueprints

- ❖ K, 3–8 and High School (including students who were first assessed in High School in 2012-2013 and are retesting in one or more content areas) – **use the blueprint included in the *GAA Examiner’s Manual 2013-2014***
- ❖ Students first assessed in High School prior to 2012-2013 and are retesting – use the ***GAA Blueprint for HS Retesters – GPS ONLY*** available on the GaDOE website: <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA-Resources.aspx>

Student Demographic Information Forms

- ❖ **Purple:** Grades K, 3-8
- ❖ **Orange:** High School
- ❖ **Blue:** High School Retest

Entry Sheets

- ❖ Entry Sheet for Kindergarten, Grades 3-8, and High School
- ❖ Entry Sheet for High School Retest – GPS Only

High School Mathematics

- ❖ The mathematics courses to be assessed for the GAA must be selected based upon the high school GPS math course offerings designated by the local system.
 - *Integrated* courses: Math I and Math II

OR

 - *Discrete* courses: GPS Algebra and GPS Geometry

- ❖ **DO NOT assess students on a combination of integrated and discrete courses; this will result in a nonscorable entry.**

Retest Opportunities for the High School GAA

- ❖ Students pursuing a regular education diploma, who are assessed on the GAA and **do not** achieve a proficient score in one or more content areas, will be offered retest opportunities in 2013-2014.
- ❖ Retesting is required **only** in the content area(s) for which the student achieved a score of *Emerging Progress*.
- ❖ For each content area requiring a retest, **both entries** for the content area must be submitted.
 - For example, if a student did not pass Science, an entry for Biology **and** an entry for Physical Science must be submitted.
- ❖ If a student did not achieve a proficient score because the scoring domain of Generalization was scored a “1,” an entire portfolio must be submitted for the retest.
- ❖ There will be three opportunities to administer and submit the High School Retest during the 2013-2014 administration windows.
 - **Retest Option 1:** 9/3/13-11/8/13
 - **Retest Option 2:** 9/3/13-3/28/14
 - **Retest Option 3:** 1/6/14-3/28/14
- ❖ **Students first assessed in High School prior to 2012-2013 and did not pass one or more content areas will be retested using standards on the GAA Blueprint for HS Retesters – GPS ONLY available on the GaDOE website:**
<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA-Resources.aspx>
- ❖ **High school students first instructed and assessed during 2012-2013 and did not pass one or more content areas will be retested on standards contained in the GAA Blueprint by Grade 2013-2014 that is in the GAA Examiner’s Manual 2013-2014.**

Prerequisite Skills

To determine if a skill is truly a prerequisite to learning the targeted skill, the following questions should be asked:

1. Is the skill essential to understanding the intent of the standard and element/indicator?
2. Will working on this skill eventually lead to the skill targeted by the standard and element/indicator (at a less complex level)?
3. Is the skill a preliminary skill that will prepare a student **prior** to assessment (e.g., identifying + and = signs)? If so, it should **not** be submitted as an assessment task for the entry.

Validation Check for Alignment

Have opportunities for teaching and learning, aligned to the assessed content, been provided?

- ❖ When looking at the assessment task in isolation, can you identify the content standard/academic domain?
- ❖ Could a curriculum content expert link the task back to the specific state standard?
- ❖ Have the distinct essential components of the standard and element/indicator been addressed?
 - What are the specific characteristics that make up the standard (and element/indicator, as applicable)?
 - Focus on the language/terminology as written.
 - Teachers may choose to work on part or one of the skills in the standard and element/indicator in order to access the standard.
- ❖ Do all four assessment tasks align to the intent of the element/indicator as it applies to the specified content standard?
- ❖ **Note:** in the absence of an element/indicator, alignment of all tasks must go directly to the standard.

Effective Documentation

When reviewing evidence documentation, the teacher and portfolio reviewer must ask him/herself the following questions:

1. What, specifically, was the student asked to do as it aligns to the standard and element/indicator?
 2. What were the actual questions/actions asked of the student?
 3. What were the student’s answers? How did he/she respond?
 4. Were the answers/responses correct? Has evaluation of student performance by the teacher been clearly documented?
 5. What was the **type and frequency** of prompting required for the student to successfully complete the task?
- ❖ Accuracy or correctness of the student response should be documented **separately** from the type and frequency of prompting that led the student to the response.
 - ❖ It is very important that documentation be clear and concise.
 - ❖ Contradictory or unnecessary annotations can lead to lower scores.