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 all align to the standard and 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

CCGPS/GPS Standards and Frameworks:

https://www.georgiastandards.org/Frameworks

Contact Information

Deborah Houston, GaDOE Assessment Division

Dhouston@doe.k12.ga.us **(404) 657-0251**

Kayse Harshaw, Division for Special Education Services

Kharshaw@doe.k12.ga.us **(404) 463-5281**

Questar GAA Customer Support Hotline

GA@QuestarAI.com **(866) 997-0698 (Toll-free)**

Georgia Alternate Assessment (GAA) Information and Resources for 2014-2015

Administration Window
September 2, 2014 – March 27, 2015

REMINDERS FOR 2014-2015

GAA Blueprints

- Grades Kindergarten, 3–8, and High School**: use the Blueprint included in the *GAA Examiner's Manual, 2014-2015***
- High School Retesters: use the ***GAA Blueprint for HS Retesters 2014-2015 (Students assessed for the first time prior to 2014-2015)*** available on the GaDOE website: http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA-Resources.aspx

Student Demographic Information Forms

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

Entry Sheet

- One Entry Sheet for all GAA students including High School Retesters

High School Mathematics for 2014-2015

- The mathematics courses to be assessed for the GAA for the first time this year are Coordinate Algebra and Analytic Geometry.
- **High school students being assessed for the first time during the administration year of 2014-2015, will be assessed using standards on the GAA Blueprint 2014-2015.**

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 2014-2015.
- 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 2014-2015 administration windows.
  - **Retest Option 1**: 9/2/14 - 11/7/14
  - **Retest Option 2**: 9/2/14 - 3/27/15
  - **Retest Option 3**: 1/12/15 - 3/27/15
- **Retest students that did not pass one or more content areas will be retested using standards on the *GAA Blueprint for HS Retesters 2014-2015 (Students assessed for the first time prior to 2014-2015)*** available on the GaDOE website: http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA-Resources.aspx
  - High School Mathematics Retesters are assessed on either:
    - Mathematics I and Mathematics II

      OR
    - GPS Algebra and GPS Geometry
  - **DO NOT** assess retesters on invalid course combinations.
    - **E.g., Mathematics I and GPS Geometry, or GPS Algebra and Mathematics II.**

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.