

## 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

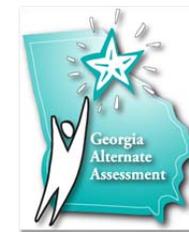
[Dhouston@doe.k12.ga.us](mailto:Dhouston@doe.k12.ga.us) (404) 657-0251

Kayse Harshaw, Division for Special Education Services

[Kharshaw@doe.k12.ga.us](mailto:Kharshaw@doe.k12.ga.us) (404) 463-5281

Questar GAA Customer Support Hotline

[GA@QuestarAI.com](mailto: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.