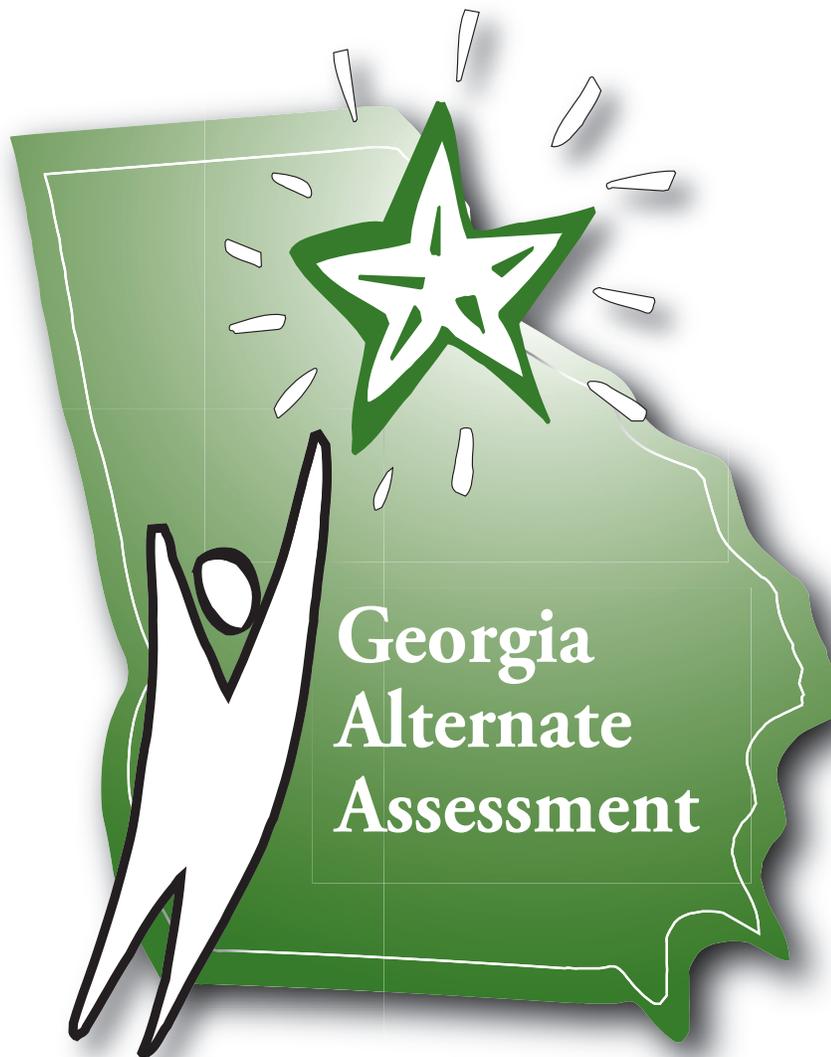


SCORE INTERPRETATION GUIDE

2012–2013



Dr. John D. Barge

State School Superintendent

**Office of Curriculum, Instruction, and Assessment
Assessment and Accountability**

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GENERAL INFORMATION

Purpose of This Guide

The purpose of this guide is to provide system and school personnel with information to interpret reports and data related to the Georgia Alternate Assessment (GAA). In 2012–2013, students taking the GAA were assessed in the following content areas:

- Kindergarten: English Language Arts (ELA) and Mathematics
- Grades 3–8 and High School: English Language Arts (ELA), Mathematics, Science, and Social Studies

Purpose of This Assessment

An essential tenet of both the *Individuals with Disabilities Education Act of 2004 (IDEA)* and the *Elementary and Secondary Education Act (ESEA)* is that states must ensure that all students, including students with significant cognitive disabilities, have access to a curriculum that encompasses challenging academic standards. The GAA helps ensure that all students have the opportunity to learn. The GAA, designed with the assistance of Georgia general and special educators, is a portfolio of original student work that allows participants to showcase the achievements and progress they have made in skills aligned to the Georgia curriculum. To document that progress, teachers collect student work samples during two collection periods. The first collection period provides evidence of the student’s entry-level performance (initial/baseline performance of the skill); the second collection period provides evidence of the student’s achievement/progress to date.

Alternate assessments, such as the GAA, allow for alternate achievement standards. This means teachers may adjust learning expectations to meet the needs and learning styles of the unique and diverse group of students who participate in alternate assessments. While the student work samples included in the portfolio **must** be aligned to the student’s grade-level, work on prerequisite skills is acceptable.

Instructional activities designed for students should be appropriately challenging for each student; while some students may be working on prerequisite skills to access the grade-level standards, others may be able to complete work more directly aligned to the standard. The GAA portfolio system is designed to be flexible, allowing teachers to select eligible standards appropriate for each individual student and customize instruction accordingly.

THE USE OF ALTERNATE ASSESSMENTS

It is important to clarify several issues that impact both individual student and school accountability. The following principles are based on federal and state law, including regulations promulgated by the U.S. Department of Education regarding the use of alternate assessments.

Every student must participate in Georgia’s annual student assessment program, including students with disabilities. Excluding students with disabilities from testing is a violation of both *IDEA* and *ESEA*.

In general, the GAA is appropriate only for the small number of students with the most significant cognitive disabilities—those who cannot participate in the general statewide assessments, even with maximum appropriate accommodations. These students appropriately participate in the state-mandated curriculum through alternate achievement standards.

GENERAL INFORMATION

For students with disabilities, each student's Individualized Education Program (IEP) team determines how the student shall participate in Georgia's student assessment program. If (and only if) a student's IEP team determines that a student cannot meaningfully access the general statewide assessments, even with maximum appropriate accommodations, then the student must participate in the GAA.

The U.S. Department of Education defines alternate achievement standards as setting an expectation of performance that differs in complexity from a grade-level achievement standard. Alternate achievement standards must be aligned with the state's curriculum standards, promote access to the general curriculum, and reflect a professional judgment of the highest achievement standards possible for the individual student. An alternate assessment based on alternate achievement standards may reflect prerequisite skills rather than grade-level skills, but must still be challenging for students with the most significant cognitive disabilities.

USES OF GAA SCORES

The GAA serves as one indicator of student achievement and progress and should be interpreted in conjunction with other available information about the student. Scores emanating from the GAA should not be interpreted in isolation. The GAA is not a direct evaluation of the progress students have made on IEP goals and objectives. However, GAA results should be considered in conjunction with IEP goals and objectives.

In order to adequately identify, describe, and address specific performance strengths and weaknesses, it is necessary to acknowledge that individual competencies do not spring from a single source. A variety of information is necessary to develop a comprehensive educational plan. To put it simply, to improve individual performance it is essential to identify the areas in which need is apparent. In the educational measurement setting, this has been termed "multiple measures." The underlying premise of multiple measures is this: to improve learning, it is important to be able to examine information from a variety of sources to identify what needs improving and how this can be accomplished. It is important to remember that, as with any other statewide assessment, the GAA is a reflection of the educational program provided to the student as well as the student's progress toward achievement of curriculum standards.

STUDENT PORTFOLIOS

The GAA is based on the development of portfolios for students. The portfolio often contains a series of captioned photographs, video clips of student performance, audio tapes of student responses, examples of student performance on paper-and-pencil tasks, data sheets of academic skills, and other information about the student. A review of best practices indicates that educators should develop the student portfolio as a management tool to allow ongoing assembly and evaluation of data on each student's performance. A portfolio is the compilation and documentation of student academic skill development that can be useful for many activities and processes.

A student portfolio also becomes the database for documentation of reported achievement on alternate achievement standards. Just as a regular assessment is a sampling of student achievement, so is the alternate assessment. For students without disabilities, we administer other assessments to monitor progress and learning. The student portfolio can serve the same purpose for students with significant cognitive disabilities who cannot participate in the general statewide assessment program.

PARTICIPATION GUIDELINES

Student portfolios are useful because they

- provide on-going documentation of student skills with a progressive history;
- merge instructional and assessment activities;
- allow students to demonstrate strengths, knowledge, skills, and independence; and
- provide meaningful ways to review student progress with parents.

Participation Guidelines for the GAA

STUDENTS TESTED

For any grade where all students are assessed, students with disabilities participate in the general statewide assessment or an alternate assessment. Georgia mandates assessment for all students in Kindergarten through grade 8, and High School. The GAA is the state-provided alternate assessment. Due to budget constraints, assessments in grades 1 and 2 were not administered during the 2012–2013 school year.

Students eligible to participate in the GAA in Kindergarten must be assessed in ELA and Mathematics. Students eligible to participate in the GAA in grades 3–8 and High School must be assessed in ELA, Mathematics, Science, and Social Studies. Students in High School are tested for the first time in grade 11.

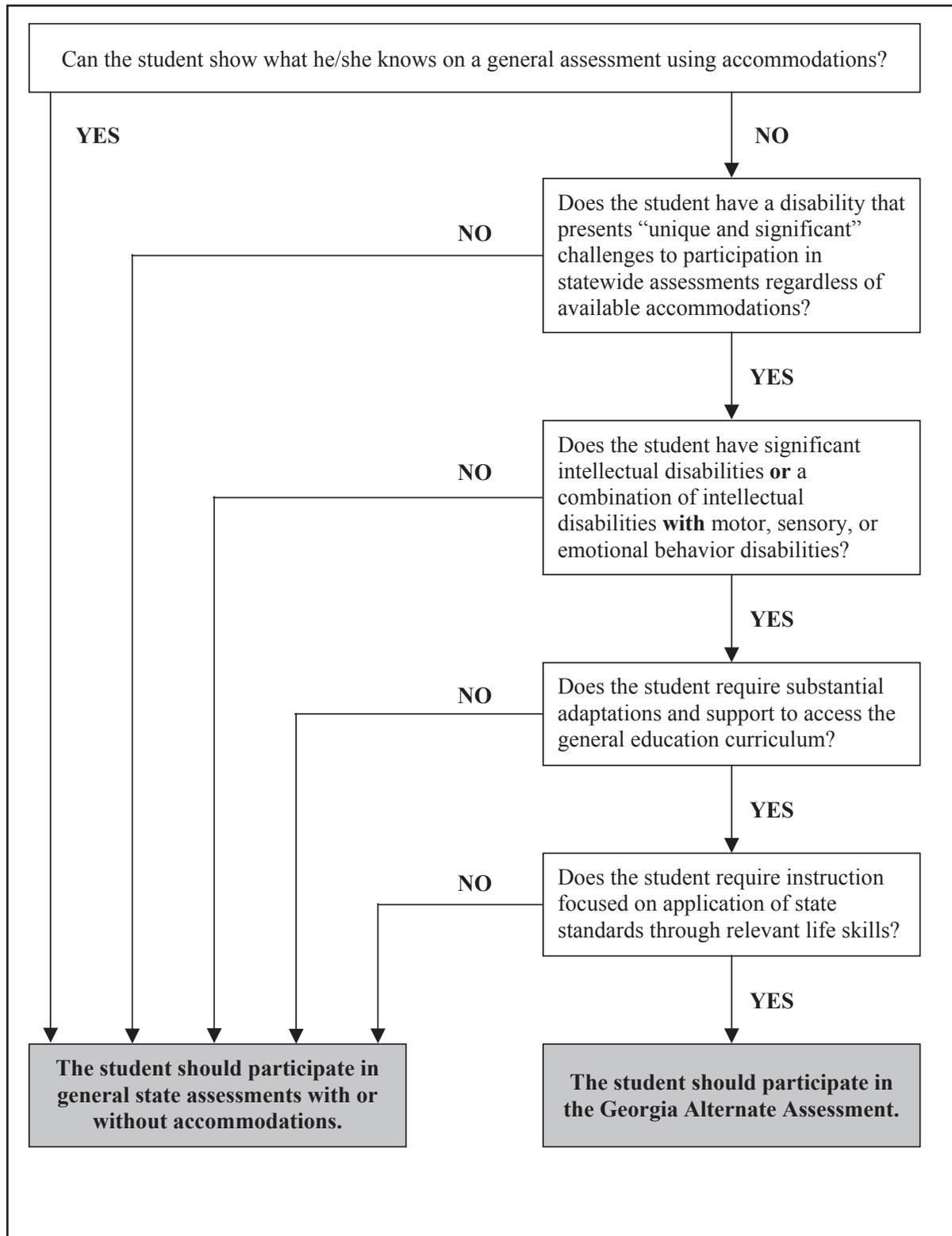
The Participation Guidelines flowchart on the following page was used by the IEP team as they made their determination as to whether or not a student was eligible for assessment with the GAA.

RETEST OPPORTUNITIES FOR HIGH SCHOOL STUDENTS

Since Fall 2011, High School students pursuing a diploma, who are assessed using the GAA, and who did not achieve a proficient score on one or more content areas, are offered retest opportunities. Three testing windows are offered each year. Students may retest in the content area(s) in which they did not receive a proficient score (i.e., received a proficiency level of Emerging Progress). Only students who were enrolled in the ninth grade during the 2008–2009 school year and beyond, and who are seeking a regular education diploma, may exercise the option to retest. Students seeking a special education diploma are not required to retest. Students must be tested once in middle school in order to be eligible to test for the GAA in High School.

PARTICIPATION GUIDELINES

Participation Flowchart



SCORING PORTFOLIOS

Scoring the Georgia Alternate Assessment

PORTFOLIO SCORING

The GAA portfolio entries are scored on four discrete dimensions: Fidelity to Standard, Context, Achievement/Progress, and Generalization. A separate score is assigned for each dimension. Following is a brief description of these dimensions.

- **Fidelity to Standard:** a dimension of the scoring rubric that assesses the degree to which the instructional activity, as demonstrated by student work, addresses the grade-level standard.
- **Context:** a dimension of the scoring rubric that assesses the degree to which the student work exhibits the use of grade-appropriate materials that reflect a purposeful and natural/real-world application.
- **Achievement/Progress:** a dimension of the scoring rubric that assesses the measurable, forward movement of a student's performance of a standards-based instructional task as documented by increased proficiency over time. Progress will be assessed from the first collection period, which will demonstrate the student's initial skill level, to the second collection period, which will demonstrate a more advanced level of skill development.
- **Generalization:** a dimension of the scoring rubric that assesses the student's opportunity to apply learned skills in other settings and with various individuals in addition to the teacher or paraprofessional. Generalization is scored once across the portfolio.

The possible scores for each of the dimensions are as follows:

Dimension	Possible Points
Fidelity to Standard (per content area)	1–3
Context (per content area)	1–4
Achievement/Progress (per content area)	1–4
Generalization (for the entire portfolio)	1–4

Prior to scoring by Questar Assessment, Inc. (Questar), a committee of Georgia educators was convened to provide direction on scoring procedures through an activity called rangefinding. In late March 2013, this committee of experienced Georgia special education and general education professionals scored a sample of currently submitted portfolios representing all grade levels and content areas. Through this activity, Georgia educators set the parameters for each score point (the upper and lower limits) for each of the rubric dimensions. The committee discussed each entry in the portfolio and provided a rationale for the score assigned for each dimension. From this rangefinding exercise, scoring guides were created to train Questar's scorers. The scorers are trained and monitored to ensure that the portfolios from Georgia's students are scored according to the rationale specifically developed by and for the state of Georgia. Georgia Department of Education (GaDOE) staff from both the Division of Assessment and Accountability and the Division of Special Education Services and Supports are on site to monitor scoring.

SCORING PORTFOLIOS

GEORGIA ALTERNATE ASSESSMENT SCORING RUBRIC

The Georgia Alternate Assessment is scored using the following scoring rubric.

Dimension	1	2	3	
Fidelity to Standard (scored for each entry)	The instructional activity is aligned to and exposes the student to a content standard, but the student work does not address academic content.	The instructional activity is aligned to a content standard; the student work addresses academic content but at an access or entry level.	The instructional activity is aligned to a content standard, all aspects of the element selected are addressed, and the student work addresses academic content at or approaching basic grade-level expectations.	
	1	2	3	
Context (scored for each entry)	Materials are not grade appropriate.	Materials are grade appropriate, but the student work does not reflect a purposeful application.	Materials are grade appropriate, and the student work reflects a purposeful simulated application.	Materials are grade appropriate, and the student work reflects a purposeful natural/real-world application.
Achievement/Progress (scored for each entry)	little Student demonstrates achievement/progress in targeted instructional activity.	some Student demonstrates achievement/progress in targeted instructional activity.	reasonable Student demonstrates achievement/progress in targeted instructional activity.	exceptional Student demonstrates achievement/progress in targeted instructional activity.
Generalization (scored once across all entries in portfolio)	Student performs tasks in one or more settings with no evidence of interaction(s) beyond those with the primary instructional provider.	Student performs tasks in one or more settings with evidence of interaction(s) with other instructional providers and/or disabled classmates.	Student performs tasks in two different settings with evidence of interaction(s) with non-disabled peers and/or community members.	Student performs tasks in three or more different settings with evidence of interaction(s) with non-disabled peers and/or community members.

Fidelity to Standard: a dimension of the scoring rubric that assesses the degree to which the instructional activity, as demonstrated by student work, addresses the grade-level standard.

Context: a dimension of the scoring rubric that assesses the degree to which the student work exhibits the use of grade-appropriate materials that reflect a purposeful and natural/real-world application.

Achievement/Progress: a dimension of the scoring rubric that assesses the measurable, forward movement of a student's performance of a standards-based instructional task as documented by increased proficiency over time. Progress will be assessed from the first collection period, which will demonstrate the student's initial skill level, to the second collection period, which will demonstrate a more advanced level of skill development.

Generalization: a dimension of the scoring rubric that assesses the student's opportunity to apply learned skills in other settings and with various individuals in addition to the teacher or paraprofessional. Generalization is scored once across the portfolio.

SCORING PORTFOLIOS

Performance Level Determination

SCORE DETERMINATION FOR EACH DIMENSION IN KINDERGARTEN AND GRADES 3–8

For Kindergarten, each portfolio consisted of four entries—two for ELA and two for Mathematics. For grades 3–8, each portfolio consisted of six entries—two for ELA, two for Mathematics, one for Science, and one for Social Studies. Every entry was scored for each of the three rubric dimensions of Fidelity to Standard, Context, and Achievement/Progress. Generalization was scored once across the portfolio. The following examples demonstrate how the total score for a dimension is calculated.

When there is one entry (i.e., grade 3–8 Science and Social Studies), the score for each dimension is determined by the reader. Where there are two entries (i.e., ELA and Mathematics), the total score for each dimension is calculated as the average of the two entry scores rounded to the nearest whole point. If one of the two entries is nonscorable, that entry is treated as having a score of zero for the purpose of calculating the average.

$$\text{Dimension Score} = \frac{\text{Entry 1 Score} + \text{Entry 2 Score}}{2} \text{ (rounded)}$$

Score calculations for Mathematics are the same as the ELA examples below.

Examples:

Rubric Dimension: Fidelity to Standard	
ELA Entry 1 Score:	2
ELA Entry 2 Score:	3
Total Score =	$(2 + 3) / 2 = 2.5$ 2.5 rounds to 3
Total Fidelity to Standard Dimension score = 3	

Rubric Dimension: Context	
ELA Entry 1 Score:	1
ELA Entry 2 Score:	1
Total Score =	$(1 + 1) / 2 = 1$
Total Context Dimension score = 1	

Rubric Dimension: Achievement/Progress	
ELA Entry 1 Score:	4
ELA Entry 2 Score:	4
Total Score =	$(4 + 4) / 2 = 4$
Total Achievement/Progress Dimension score = 4	

Generalization (scored once across all scorable entries)

Dimension score = Generalization score

The Generalization score assesses a student's opportunity for interaction with others, as well as the diversity of settings across all content areas and entries in the portfolio. The student performs tasks in one or more settings with evidence of interactions with other instructional providers, classmates with or without disabilities, and/or community members.

Finally, the scores for each of the dimensions are not combined to form a single numeric score, but are reported separately. For example, a student may receive a score of Fidelity 3, Context 1, Achievement/Progress 4, Generalization 2, or **3142** in ELA.

SCORING PORTFOLIOS

SCORE DETERMINATION FOR EACH DIMENSION IN HIGH SCHOOL

Beginning with the 2011–2012 school year, the High School main administration and each retest administration of the GAA incorporated multiple readers into the scoring process. Each High School portfolio consists of two entries each for ELA, Mathematics, Science, and Social Studies. Two independent readers score each entry submitted for the student's portfolio in the three rubric dimensions of Fidelity to Standard, Context, and Achievement/Progress. For the main administration, each reader scores Generalization once across the entire portfolio.

Note: For each content area requiring a retest, both entries for the content area must be submitted.

The entry score is determined by averaging the scores from reader one and reader two.

$$\text{Entry 1 Score} = \frac{\text{Reader 1 Score} + \text{Reader 2 Score}}{2} \text{ (unrounded)}$$

Examples:

Rubric Dimension:	Fidelity to Standard
Reader 1 ELA Entry 1 Score:	2
Reader 2 ELA Entry 1 Score:	3
ELA Entry 1 Score =	$(2 + 3) / 2 = 2.5$

Rubric Dimension:	Fidelity to Standard
Reader 1 ELA Entry 2 Score:	3
Reader 2 ELA Entry 2 Score:	3
ELA Entry 2 Score =	$(3 + 3) / 2 = 3$

SCORING PORTFOLIOS

SCORE DETERMINATION FOR EACH DIMENSION IN HIGH SCHOOL (CONTINUED)

After the entry scores are determined for each content area, a total score for each dimension within each content area is calculated as the average of the entry scores rounded to the nearest whole point. If one entry is nonscorable, that entry is treated as having a score of zero for the purpose of calculating the average.

$$\text{Dimension Score} = \frac{\text{Entry 1 Score} + \text{Entry 2 Score}}{2} \text{ (rounded)}$$

Score calculations for Mathematics, Science, and Social Studies are the same as the ELA examples below.

Examples:

Rubric Dimension:	Fidelity to Standard
ELA Entry 1 Score:	2.5
ELA Entry 2 Score:	3
Total Score =	$(2.5 + 3) / 2 = 2.75$ 2.75 rounds to 3
Total Fidelity to Standard Dimension score = 3	

Rubric Dimension:	Context
ELA Entry 1 Score:	1
ELA Entry 2 Score:	1
Total Score =	$(1 + 1) / 2 = 1$
Total Context Dimension score = 1	

Rubric Dimension:	Achievement/Progress
ELA Entry 1 Score:	2
ELA Entry 2 Score:	3
Total Score =	$(2 + 3) / 2 = 2.5$
Total Achievement/Progress Dimension score = 3	

Generalization (scored once across all scorable entries). Note: High School entries are scored by two readers, so the Generalization score for High School represents an average of the scores from reader one and reader two.

Dimension score = Generalization score

The Generalization score assesses a student's opportunity for interaction with others, as well as the diversity of settings across all content areas and entries in the portfolio. The student performs tasks in one or more settings with evidence of interactions with other instructional providers, classmates with or without disabilities, and/or community members.

Finally, the scores for each of the dimensions are not combined to form a single numeric score, but are reported separately. For example, a student may receive a score of Fidelity 3, Context 1, Achievement/Progress 3, Generalization 2, or **3132** in ELA.

Nonscorable Entries

There are a variety of conditions that may result in a nonscorable entry. In an effort to convey why an entry was unable to be scored, specific codes are used. There are seven main categories of nonscorable entries, many of which have several subcodes to offer more detail as to why the entry could not be scored. For example, if the Science entry received an IE-E code, there was no Secondary Evidence included for Collection Period 2 or the provided evidence lacked information and could not be scored. In such a case, the score of IE-E appears on the score report for each of the rubric dimensions for Science. Entries are deemed nonscorable if any of the conditions presented in the table on the following page occurred.

It is important to note that one nonscorable entry will not result in no score for a content area unless it is a content area that only requires one entry (i.e., Science or Social Studies in grades 3–8). For the content areas that require two entries (i.e., ELA, Mathematics, and High School Science and Social Studies), a score will be assigned when only one of the entries is deemed nonscorable. The nonscorable entry is treated as a score of zero and averaged with the scores resulting from the scorable entry.

Nonscorable Assessment (NSA) is assigned if all entries for a content area are nonscorable. When this occurs, a performance level is not assigned and the content area is reported as a Nonscorable Assessment (NSA). NSA should be interpreted as “no valid score was possible;” the reported error is not a statement about an individual student’s achievement on the GAA.

Not Complete (NC) is assigned when a student transferred into a Georgia system from out of state, a private school, or a home study setting after January 1, 2013, and the portfolio was not completed (evidence was submitted for only the first collection period).

Invalid (INV) is assigned to an entry or content area as a result of a testing irregularity, such as fabrication of evidence. If assigned to an entry, it is treated as a score of zero and averaged with the scores resulting from the scorable entry. If assigned to a content area, a performance level is not assigned and the content area is reported as Invalid.

Did Not Attempt (DNA) is assigned to a content area as a result of no entries being submitted and no strand being bubbled in the 2012–2013 Blue Retest Student Demographic Information Form for that content area. If assigned to a content area, a performance level is not assigned and the content area is reported as Did Not Attempt (DNA).

The number of nonscorable entries is expected to decrease in subsequent years as teachers and system administrators become more familiar with the curriculum and the procedures involved in the GAA.

SCORING PORTFOLIOS

GAA 2012–2013 NONSCORABLE CODES

Code	Condition
ME Missing Entry	Entry was missing from the portfolio.
OG Off Grade	Standard was not at student’s grade level.
IS Ineligible Standard	A Standard addressed was not eligible for assessment.
	B Required standard was not addressed (applies to ELA and Mathematics only).
	C Same standard was addressed in previous entry.
ES Entry Sheet Errors	A Entry Sheet was missing from the portfolio.
	B Standard number and description were missing or incorrect.
	C Element letter and description were missing or incorrect.
IT Insufficient Time	A Dates on evidence did not reflect two distinct collection periods.
	B There were fewer than 2 weeks (14 calendar days) from date on Primary Evidence for Collection Period 1 to date on Primary Evidence for Collection Period 2.
	C Date on evidence indicated that student work was collected before the testing window opened.
NA Not Aligned	A Tasks were not aligned to standard and element (refers to all 4 tasks submitted).
	B One or both tasks for Collection Period 1 did not align to the standard and element.
	C One or both tasks for Collection Period 2 did not align to the standard and element.
	D No evidence of the Characteristic of Science indicated.
IE Insufficient Evidence	A Evidence was submitted for only ONE Collection Period.
	B Primary Evidence for CP1 did not meet evidence requirements or was missing.
	C Secondary Evidence for CP1 did not meet evidence requirements or was missing.
	D Primary Evidence for CP2 did not meet evidence requirements or was missing.
	E Secondary Evidence for CP2 did not meet evidence requirements or was missing.
	F Secondary Evidence for CP1 was a redocumentation of Primary Evidence.
	G Secondary Evidence for CP2 was a redocumentation of Primary Evidence.
	H Could not determine correctness of student response on one or more pieces of evidence.

Assigning Performance Levels

To give meaning to the many different combinations of rubric scores, each possible combination was assigned a performance level during standard setting. The GAA Development Committee recommended three performance levels. These performance levels were termed “Stages of Progress” given that a chief purpose of the GAA is to assess student progress toward grade-level academic standards. Each Stage of Progress was defined by the committee, resulting in performance level descriptions (short narratives describing student achievement at each of the three levels). The three Stages of Progress are Extending Progress, Established Progress, and Emerging Progress.

Definitions of Stages of Progress

A Stage of Progress (performance level) is assigned to each content area based on four rubric scores: Fidelity to Standard, Context, Achievement/Progress, and Generalization. The three stages of progress include: Extending Progress (Advanced/Exceeds), Established Progress (Proficient/Meets), and Emerging Progress (Basic/Does Not Meet). Each Stage of Progress was defined by the GAA Development Committee to assist with the interpretation of student performance. These performance level descriptions are as follows:

EXTENDING PROGRESS (ADVANCED/EXCEEDS)

Based on evidence in the portfolio, the student demonstrates an increased understanding of fundamental knowledge and skills aligned to grade-appropriate ELA, Mathematics, Science, or Social Studies standards. He/she is working on academic content at an entry level or a level that approaches basic grade-level expectations. The student’s progress extends toward the achievement of grade-level standards. The student performs meaningful tasks using grade-appropriate materials. Generalization across settings and interactions is evidenced in the portfolio.

ESTABLISHED PROGRESS (PROFICIENT/MEETS)

Based on evidence in the portfolio, the student demonstrates an understanding of fundamental knowledge and skills aligned to grade-appropriate ELA, Mathematics, Science, or Social Studies standards. He/she is working on and showing progress in academic content at an access/entry level. The student performs meaningful tasks using grade-appropriate materials. Generalization across settings and/or interactions is evidenced in the portfolio.

EMERGING PROGRESS (BASIC/DOES NOT MEET)

Based on evidence in the portfolio, the student is beginning to demonstrate an understanding of fundamental knowledge and skills aligned to grade-appropriate ELA, Mathematics, Science, or Social Studies standards. The student work may not address academic content or addresses it at an access level. The student performs tasks using materials that may or may not be grade appropriate. Generalization across settings and/or interactions is limited in the portfolio.

Standard Setting

As is true with any test, standards must be set. For the GAA, this involved determining which performance levels are associated with each possible combination of rubric scores. In Spring 2007, a committee comprised of Georgia special education and general education teachers, administrators, and parents from across the state reviewed the scoring rubric in conjunction with student portfolios and made recommendations regarding the score patterns that should be classified for each Stage of Progress. Standard setting panelists made recommendations for each content area by grade band (Kindergarten–2, 3–5, 6–8, and High School) based solely on the review of actual student work submitted in portfolios and the scoring rubric. However, grades 1 and 2 were not assessed on the GAA during 2012–2013 administration. Each portfolio reviewed by panelists was classified into one of the three Stages of Progress—Extending Progress, Established Progress, or Emerging Progress.

Effective as of the 2010–2011 school year, High School Mathematics transitioned from the Quality Core Curriculum (QCC) to the Georgia Performance Standards (GPS). A confirmatory standard setting review was conducted for High School Mathematics in Spring 2011 to confirm score pattern classifications into stages of progress.

The Appendix of this guide, organized by content area and grade band, provides the Stage of Progress classification for each possible score pattern. Each rubric dimension contributes to the score pattern. For any grade in which two entries are required for a content area, the rubric scores assigned for Fidelity to Standard, Context, and Achievement/Progress are averaged to arrive at the content area rubric score. The rubric score assigned for Generalization, which is assigned across all scorable entries in the portfolio, also contributes to each content area’s Stage of Progress classification.

Reporting

GAA SCORE REPORTS

Score reports provide information on the Stage of Progress achieved by each student in each content area, as well as the assigned scores for each rubric dimension. Reports are provided at the student, school, and system levels.

SECURE REPORTS

Due to the small number of students participating in the GAA, all summary reports are marked as secure. Also, any report that identifies individual students is a secure report and must be treated in a manner that will protect the privacy of the student.

The following statement appears on each summary report: “Secure Report. Not for public distribution due to limited number of students; caution should be used when interpreting summary data.”

SAMPLE REPORTS

Individual Student Reports

STUDENT SCORE REPORT

The **Student Score Report** is designed to provide feedback for parents on how the student performed on the Georgia Alternate Assessment. There are two sides to each *Student Score Report*. Side one provides the student's score results for each content area assessed by dimension (Fidelity to Standard, Context, and Achievement/Progress) and a description of the student's Stage of Progress (performance level), as well as the dimension score earned for Generalization. Students in Kindergarten, grades 3–8, and High School receive scores in English Language Arts and Mathematics; students in grades 3–8 and High School are also assigned scores in Science and Social Studies. High School retesters receive Student Score Reports for the option window in which they were tested. Retest reports are noted as such on side 1, near the student's name.

Grade 3 Sample Student Score Report—Side 1



2013 Student Score Report for:

Ashley A Richards

GTID#: 1234567890

Date of Birth: 06/13/2002

Teacher Name: A Smith

School: GEORGIA SCHOOL (8888)

System: GEORGIA SYSTEM (999)

**Georgia
Alternate
Assessment**

Grade 3

STUDENT PERFORMANCE

English Language Arts Score Results

Scoring Dimension	Score
Fidelity to Standard	2 1 2 3
Context	2 1 2 3 4
Achievement / Progress	3 1 2 3 4

Student's Stage of Progress

ESTABLISHED PROGRESS

Based on evidence in the portfolio, the student demonstrates an understanding of fundamental knowledge and skills aligned to selected grade-appropriate English Language Arts standards from the following areas: Language, or Reading Foundational, or Reading Informational, or Reading Literary, and Writing, or Speaking and Listening. He/she is working on and showing progress in academic content at an access/entry level. The student performs meaningful tasks using grade-appropriate materials.

Mathematics Score Results

Scoring Dimension	Score
Fidelity to Standard	1 1 2 3
Context	2 1 2 3 4
Achievement / Progress	1 1 2 3 4

Student's Stage of Progress

EMERGING PROGRESS

Based on evidence in the portfolio, the student is beginning to demonstrate an understanding of fundamental knowledge and skills aligned to selected grade-appropriate mathematics standards from the following areas: Operations and Algebraic Thinking, or Numbers and Operations in Base 10, or Numbers and Operations—Fractions, and Measurement and Data, or Geometry. The student work may not address academic content or addresses it at an access level. The student performs tasks using materials that may or may not be grade appropriate.

Science Score Results

Scoring Dimension	Score
Fidelity to Standard	NSA 1 2 3
Context	NSA 1 2 3 4
Achievement / Progress	NSA 1 2 3 4

Student's Stage of Progress

NSA - Non-scorable Assessment

The student's assessment was unable to be scored for the following reason:
Dates on evidence did not reflect two distinct collection periods.

Social Studies Score Results

Scoring Dimension	Score
Fidelity to Standard	2 1 2 3
Context	4 1 2 3 4
Achievement / Progress	4 1 2 3 4

Student's Stage of Progress

EXTENDING PROGRESS

Based on evidence in the portfolio, the student demonstrates an increased understanding of fundamental knowledge and skills aligned to a selected grade-appropriate Historical Understandings, or Geographic Understandings, or Government/Civic Understandings, or Economic Understandings standard. He/she is working on academic content at an entry level or a level that approaches basic grade-level expectations. The student's progress extends toward the achievement of grade-level standards. The student performs meaningful tasks using grade-appropriate materials.

Generalization Score Results

Scoring Dimension	Score
Generalization	3 1 2 3 4

Generalization assesses the student's opportunity to apply the learned skill in other settings and with various individuals in addition to the teacher or paraprofessional across all content areas assessed.

01/20/2013
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SAMPLE REPORTS

STUDENT SCORE REPORT (CONTINUED)

Side two of the **Student Score Report** provides definitions of the four score dimensions and summarizes the student scores received by content area. The total possible points for each dimension and the actual points that the student earned for each entry are provided. Any nonscorable codes issued for the student entries are listed and defined as well. In addition to content area scores, the possible points and student score for Generalization are exhibited. Side two also provides parents with a brief description of the GAA along with some tips for helping their student.

Grade 3 Sample Student Score Report—Side 2

STUDENT SCORE REPORT				Ashley A Richards		
STUDENT PERFORMANCE BY SCORE DIMENSION						
<p>Georgia's statewide curriculum sets specific academic standards or expectations for all students in Georgia's public schools. The GAA measures how well students have learned the knowledge and skills covered by the curriculum based on alternate achievement standards (adjusted achievement expectations) for their grade level. Student work is scored for the following dimensions, and scores are summarized below:</p> <ul style="list-style-type: none"> • Fidelity to Standard - the degree to which the student's work addresses the grade-level standard • Context - the degree to which the student's work is purposeful and uses grade-appropriate materials in a natural or real-world application • Achievement / Progress - the degree of demonstrated improvement in the student's performance over time • Generalization - the degree of opportunity to apply skills in a variety of settings and with various individuals across all content areas 						
Content Area	Possible Points	Student's Points		Content Area	Possible Points	Student's Points
		Entry 1	Entry 2			
ENGLISH LANGUAGE ARTS						
Dimension	Each Entry	Reading Foundational	Speaking and Listening	Dimension	Each Entry	Physical Science
Fidelity to Standard	3	2	2	Fidelity to Standard	3	IT-A*
Context	4	3	1	Context	4	IT-A*
Achievement / Progress	4	4	2	Achievement / Progress	4	IT-A*
MATHEMATICS						
Dimension	Each Entry	Numbers & Ops in Base 10	Measurement and Data	Dimension	Each Entry	Government/Civic Understandings
Fidelity to Standard	3	1	1	Fidelity to Standard	3	2
Context	4	1	2	Context	4	4
Achievement / Progress	4	1	1	Achievement / Progress	4	4
GENERALIZATION						
		Possible Points: 4	Student's Points: 3			
<p>*Nonscorable Codes: IT-A Insufficient Time - Dates on evidence did not reflect two distinct collection periods.</p>						
What is the Georgia Alternate Assessment?						
<p>The Georgia Alternate Assessment (GAA) is a portfolio-based assessment for students in grades K, 3-8, and High School who have been identified as having the most significant cognitive disabilities and cannot participate in the general assessment program even with maximum accommodations. All students in these grades are assessed in the subjects of English Language Arts and mathematics. Students in grades 3-8 and High School are also assessed in science and social studies. Students participating in the GAA are assessed on the same curriculum standards as their peers; however, teachers may adjust the achievement expectations to reflect the learning characteristics of this group of students.</p> <p>Please refer to the GAA Parent Brochure, "Questions and Answers for Parents of Georgia Students," for additional information.</p>						
What can I do to help my student succeed?						
<ol style="list-style-type: none"> 1) Talk to your student's teacher about the information in this report. 2) Participate in your student's annual IEP meeting. 3) Take advantage of the valuable resources that are available on the Georgia Department of Education (GaDOE) web site: http://www.gadoe.org. Click on link for Testing/Assessment; then click link for the GAA. 						
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SAMPLE REPORTS

High School Sample Student Score Report—Side 1

	2013 Student Score Report for: John E Smith GTID#: 1234567890 Date of Birth: 05/16/1991 Grade: 11 Teacher Name: A Jones School: GEORGIA SCHOOL (8888) System: GEORGIA SYSTEM (999)	Georgia Alternate Assessment High School				
STUDENT PERFORMANCE						
English Language Arts Score Results		Student's Stage of Progress				
Scoring Dimension	Score					
Fidelity to Standard	2	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px;">1</td><td style="width: 20px;">2</td><td style="width: 20px;">3</td></tr> </table>	1	2	3	
1	2	3				
Context	3	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px;">1</td><td style="width: 20px;">2</td><td style="width: 20px;">3</td><td style="width: 20px;">4</td></tr> </table>	1	2	3	4
1	2	3	4			
Achievement / Progress	2	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px;">1</td><td style="width: 20px;">2</td><td style="width: 20px;">3</td><td style="width: 20px;">4</td></tr> </table>	1	2	3	4
1	2	3	4			
ESTABLISHED PROGRESS						
Based on evidence in the portfolio, the student demonstrates an understanding of fundamental knowledge and skills aligned to grade-appropriate Reading and American Literature and Communications standards. He/she is working on and showing progress in academic content at an access/entry level. The student performs meaningful tasks using grade-appropriate materials.						
Mathematics Score Results		Student's Stage of Progress				
Scoring Dimension	Score					
Fidelity to Standard	2	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px;">1</td><td style="width: 20px;">2</td><td style="width: 20px;">3</td></tr> </table>	1	2	3	
1	2	3				
Context	3	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px;">1</td><td style="width: 20px;">2</td><td style="width: 20px;">3</td><td style="width: 20px;">4</td></tr> </table>	1	2	3	4
1	2	3	4			
Achievement / Progress	2	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px;">1</td><td style="width: 20px;">2</td><td style="width: 20px;">3</td><td style="width: 20px;">4</td></tr> </table>	1	2	3	4
1	2	3	4			
ESTABLISHED PROGRESS						
Based on evidence in the portfolio, the student demonstrates an understanding of fundamental knowledge and skills aligned to a selected grade-appropriate mathematics standards from the following areas: Algebra, or Geometry, or Data Analysis and Probability, or Numbers and Operations. He/she is working on and showing progress in academic content at an access/entry level. The student performs meaningful tasks using grade-appropriate materials.						
Science Score Results		Student's Stage of Progress				
Scoring Dimension	Score					
Fidelity to Standard	2	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px;">1</td><td style="width: 20px;">2</td><td style="width: 20px;">3</td></tr> </table>	1	2	3	
1	2	3				
Context	3	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px;">1</td><td style="width: 20px;">2</td><td style="width: 20px;">3</td><td style="width: 20px;">4</td></tr> </table>	1	2	3	4
1	2	3	4			
Achievement / Progress	2	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px;">1</td><td style="width: 20px;">2</td><td style="width: 20px;">3</td><td style="width: 20px;">4</td></tr> </table>	1	2	3	4
1	2	3	4			
ESTABLISHED PROGRESS						
Based on evidence in the portfolio, the student demonstrates an understanding of fundamental knowledge and skills aligned to a selected grade-appropriate Biology and Physical Science standards. He/she is working on and showing progress in academic content at an access/entry level. The student performs meaningful tasks using grade-appropriate materials.						
Social Studies Score Results		Student's Stage of Progress				
Scoring Dimension	Score					
Fidelity to Standard	2	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px;">1</td><td style="width: 20px;">2</td><td style="width: 20px;">3</td></tr> </table>	1	2	3	
1	2	3				
Context	3	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px;">1</td><td style="width: 20px;">2</td><td style="width: 20px;">3</td><td style="width: 20px;">4</td></tr> </table>	1	2	3	4
1	2	3	4			
Achievement / Progress	2	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px;">1</td><td style="width: 20px;">2</td><td style="width: 20px;">3</td><td style="width: 20px;">4</td></tr> </table>	1	2	3	4
1	2	3	4			
ESTABLISHED PROGRESS						
Based on evidence in the portfolio, the student demonstrates an understanding of fundamental knowledge and skills aligned to a selected grade-appropriate U.S. History and Economics standards. He/she is working on and showing progress in academic content at an access/entry level. The student performs meaningful tasks using grade-appropriate materials.						
Generalization Score Results						
Scoring Dimension	Score					
Generalization	4	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px;">1</td><td style="width: 20px;">2</td><td style="width: 20px;">3</td><td style="width: 20px;">4</td></tr> </table>	1	2	3	4
1	2	3	4			
ESTABLISHED PROGRESS						
Generalization assesses the student's opportunity to apply the learned skill in other settings and with various individuals in addition to the teacher or paraprofessional across all content areas assessed.						
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SAMPLE REPORTS

High School Sample Student Score Report—Side 2

STUDENT SCORE REPORT				John E Smith			
STUDENT PERFORMANCE BY SCORE DIMENSION							
<p>Georgia's statewide curriculum sets specific academic standards or expectations for all students in Georgia's public schools. The GAA measures how well students have learned the knowledge and skills covered by the curriculum based on alternate achievement standards (adjusted achievement expectations) for their grade level. Student work is scored for the following dimensions, and scores are summarized below:</p> <ul style="list-style-type: none"> • Fidelity to Standard - the degree to which the student's work addresses the grade-level standard • Context - the degree to which the student's work is purposeful and uses grade-appropriate materials in a natural or real-world application • Achievement / Progress - the degree of demonstrated improvement in the student's performance over time • Generalization - the degree of opportunity to apply skills in a variety of settings and with various individuals across all content areas 							
Content Area		Possible Points	Student's Points				
			Entry 1	Entry 2			
ENGLISH LANGUAGE ARTS							
Dimension	Each Entry		Reading Literary	Speaking and Listening			
Fidelity to Standard	3		2	2			
Context	4		3	3			
Achievement / Progress	4		2	2			
SCIENCE							
Dimension	Each Entry		Biology	Physical Science			
Fidelity to Standard	3		2	2			
Context	4		3	3			
Achievement / Progress	4		2	2			
MATHEMATICS							
Dimension	Each Entry		Mathematics I: Algebra	Mathematics II: Data Analysis and Probability			
Fidelity to Standard	3		2	2			
Context	4		3	3			
Achievement / Progress	4		2	2			
SOCIAL STUDIES							
Dimension	Each Entry		U.S. History	Economics			
Fidelity to Standard	3		2	2			
Context	4		3	3			
Achievement / Progress	4		2	2			
GENERALIZATION							
Possible Points: 4				Student's Points: 4			
What is the Georgia Alternate Assessment?							
<p>The Georgia Alternate Assessment (GAA) is a portfolio-based assessment for students in grades K, 3-8, and High School who have been identified as having the most significant cognitive disabilities and cannot participate in the general assessment program even with maximum accommodations. All students in these grades are assessed in the subjects of English Language Arts and mathematics. Students in grades 3-8 and High School are also assessed in science and social studies. Students participating in the GAA are assessed on the same curriculum standards as their peers; however, teachers may adjust the achievement expectations to reflect the learning characteristics of this group of students.</p> <p>Please refer to the GAA Parent Brochure, "Questions and Answers for Parents of Georgia Students," for additional information.</p>							
What can I do to help my student succeed?							
<ol style="list-style-type: none"> 1) Talk to your student's teacher about the information in this report. 2) Participate in your student's annual IEP meeting. 3) Take advantage of the valuable resources that are available on the Georgia Department of Education (GaDOE) web site: http://www.gadoe.org. Click on link for Testing/Assessment; then click link for the GAA. 							
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SAMPLE REPORTS

INDIVIDUAL STUDENT LABELS

Each school will receive **Individual Student Labels**. The labels present summary information (similar to that contained on the student report) for each student. This information is printed on a small label to be placed in the student's permanent record folder (or other appropriate records).

Sample Labels—Kindergarten and grades 3–8

Sample Label—Scored

Georgia Alternate Assessment					2013
Name: SMITH, CORY		Kindergarten			
GTID: 1234567890					
DOB: 6/10/2005					
School: GEORGIA SCHOOL (9999)					
System: GEORGIA SYSTEM (999)					
English Language Arts Established Progress			Mathematics Nonscorable Assessment		
Dimensions	Possible Points	Student Points	Dimensions	Possible Points	Student Points
Fidelity	3	3	Fidelity	3	ME/NA
Context	4	2	Context	4	ME/NA
Achievement	4	3	Achievement	4	ME/NA
Generalization					
Possible Points: 4			Student Points: 4		

Sample Label—Invalid

Georgia Alternate Assessment					2013
Name: CHU, BRIAN		Kindergarten			
GTID: 1234567890					
DOB: 6/10/2005					
School: GEORGIA SCHOOL (9999)					
System: GEORGIA SYSTEM (999)					
English Language Arts Invalid Assessment			Mathematics Invalid Assessment		
Dimensions	Possible Points	Student Points	Dimensions	Possible Points	Student Points
Fidelity	3	INV	Fidelity	3	INV
Context	4	INV	Context	4	INV
Achievement	4	INV	Achievement	4	INV
Generalization					
Possible Points: 4			Student Points:		

Sample Label—Scored

Georgia Alternate Assessment					2013
Name: RICHARDS, ASHLEY		Grade 3			
GTID: 1234567890					
DOB: 05/13/2002					
School: GEORGIA SCHOOL (9999)					
System: GEORGIA SYSTEM (999)					
English Language Arts Established Progress			Mathematics Emerging Progress		
Dimensions	Possible Points	Student Points	Dimensions	Possible Points	Student Points
Fidelity	3	2	Fidelity	3	1
Context	4	2	Context	4	2
Achievement	4	3	Achievement	4	1
Science Nonscorable Assessment			Social Studies Extending Progress		
Dimensions	Possible Points	Student Points	Dimensions	Possible Points	Student Points
Fidelity	3	IT	Fidelity	3	2
Context	4	IT	Context	4	4
Achievement	4	IT	Achievement	4	4
Generalization					
Possible Points: 4			Student Points: 3		

Sample Label—Invalid

Georgia Alternate Assessment					2013
Name: CHASE, KELLY B		Grade 3			
GTID: 1234567890					
DOB: 07/15/2002					
School: GEORGIA SCHOOL (7777)					
System: GEORGIA SYSTEM (888)					
English Language Arts Established Progress			Mathematics Emerging Progress		
Dimensions	Possible Points	Student Points	Dimensions	Possible Points	Student Points
Fidelity	3	2	Fidelity	3	1
Context	4	2	Context	4	2
Achievement	4	3	Achievement	4	1
Science Invalid Assessment			Social Studies Extending Progress		
Dimensions	Possible Points	Student Points	Dimensions	Possible Points	Student Points
Fidelity	3	INV	Fidelity	3	2
Context	4	INV	Context	4	4
Achievement	4	INV	Achievement	4	4
Generalization					
Possible Points: 4			Student Points: 3		

SAMPLE REPORTS

Sample Labels—High School and High School Retest

Sample Label—Scored

Georgia Alternate Assessment						2013
Name: JONES, FRANKLIN A			High School			
GTID: 1234567890						
DOB: 05/13/1991						
Grade: 11						
School: GEORGIA SCHOOL (8888)						
System: GEORGIA SYSTEM (999)						
English Language Arts Established Progress			Mathematics Nonscorable Assessment			
Dimensions	Possible Points	Student Points	Dimensions	Possible Points	Student Points	
Fidelity	3	2	Fidelity	3	NA-B/NA-A	
Context	4	3	Context	4	NA-B/NA-A	
Achievement	4	2	Achievement	4	NA-B/NA-A	
Science Invalid Assessment			Social Studies Nonscorable Assessment			
Dimensions	Possible Points	Student Points	Dimensions	Possible Points	Student Points	
Fidelity	3	INV	Fidelity	3	INV/NA-B	
Context	4	INV	Context	4	INV/NA-B	
Achievement	4	INV	Achievement	4	INV/NA-B	
Generalization						
Possible Points: 4			Student Points: 4			

Sample Label—Invalid

Georgia Alternate Assessment						2013
Name: SMITH, JOHN E			High School			
GTID: 1234567890						
DOB: 05/14/1991						
Grade: 11						
School: GEORGIA SCHOOL (8888)						
System: GEORGIA SYSTEM (999)						
English Language Arts Invalid Assessment			Mathematics Invalid Assessment			
Dimensions	Possible Points	Student Points	Dimensions	Possible Points	Student Points	
Fidelity	3	INV	Fidelity	3	INV	
Context	4	INV	Context	4	INV	
Achievement	4	INV	Achievement	4	INV	
Science Invalid Assessment			Social Studies Invalid Assessment			
Dimensions	Possible Points	Student Points	Dimensions	Possible Points	Student Points	
Fidelity	3	INV	Fidelity	3	INV	
Context	4	INV	Context	4	INV	
Achievement	4	INV	Achievement	4	INV	
Generalization						
Possible Points: 4			Student Points:			

Sample Label—Retest

Georgia Alternate Assessment						2013
Name: SMITH, JOAN A			High School			
GTID: 1234567890						
DOB: 05/13/1991						
Grade: 12						
School: GEORGIA SCHOOL (8888)						
System: GEORGIA SYSTEM (999)						
English Language Arts Established Progress			Mathematics Established Progress			
Dimensions	Possible Points	Student Points	Dimensions	Possible Points	Student Points	
Fidelity	3	2	Fidelity	3	2	
Context	4	3	Context	4	3	
Achievement	4	2	Achievement	4	2	
Science Nonscorable Assessment			Social Studies Did Not Attempt			
Dimensions	Possible Points	Student Points	Dimensions	Possible Points	Student Points	
Fidelity	3	NSA	Fidelity	3	DNA	
Context	4	NSA	Context	4	DNA	
Achievement	4	NSA	Achievement	4	DNA	
Generalization						
Possible Points: 4			Student Points: 4			

SAMPLE REPORTS

School Reports

SCHOOL SUMMARY OF STUDENT PERFORMANCE

The **School Summary of Student Performance** report, organized by grade, is made up of two parts: the **Roster** and the **Profile**.

Roster

Side one of the two-sided Roster lists each student in that grade who participated in the GAA and includes each student's Stage of Progress (Emerging, Established, or Extending) by content area as well as the student's scores, nonscorable codes, or invalid indicators. Average scores are summarized at the bottom of side one and are reported by content area. An average score for Generalization is shown in the final column of that summary. Because most systems have a limited number of students participating in the GAA, caution must be taken when interpreting summary data.

Sample Roster—Side 1

GEORGIA ALTERNATE ASSESSMENT SCHOOL SUMMARY OF STUDENT PERFORMANCE 2013										page 1 Grade 3 SECURE REPORT	
SCHOOL NAME: GEORGIA SCHOOL		SCHOOL CODE: 8888		SYSTEM NAME: GEORGIA SYSTEM		SYSTEM CODE: 999		Not for public distribution due to limited number of students; caution should be used when interpreting summary data.			
TOTAL STUDENTS TESTED: 11											
STUDENT	ENGLISH LANGUAGE ARTS				MATHEMATICS			SCIENCE	SOCIAL STUDIES	GENERALIZATION (1-4)	
RICHARDS, ASHLEY A GTID#: 1234567890 DOB: 05/13/2002	Stage of Progress										
	Established				Extending			NSA	Emerging		
	Selected Strand*										
	Reading Fnd	Speak & List	Total		N&O Base 10	Mea & Data	Total	Phys Sci	Gov/Civ Und		3
	Fidelity to Standard (1-3)	2	2	2	2	3	3	IT-A	1		
Context (1-4)	3	1	2	3	3	3	IT-A	2			
Achievement / Progress (1-4)	4	2	3	3	3	3	IT-A	2			
SCHULTZ, BRIDGETT GTID#: 1234567890 DOB: 05/14/2002	Stage of Progress										
	Established				Established			Extending	NSA		
	Selected Strand*										
	Reading Inf	Writing	Total		N&O Fract	Geo	Total	Life Sci	Econ Und		3
	Fidelity to Standard (1-3)	2	2	2	2	2	2	3	IE-F		
Context (1-4)	4	3	4	3	3	3	4	IE-F			
Achievement / Progress (1-4)	3	3	3	3	3	3	4	IE-F			
THOMPSON, KELLY GTID#: 1234567890 DOB: 06/15/2002	Stage of Progress										
	Established				Emerging			Extending	Extending		
	Selected Strand*										
	Reading Fnd	Writing	Total		N&O Base 10	Geo	Total	Earth Sci	Gov/Civ Und		4
	Fidelity to Standard (1-3)	3	3	3	ME	1	1	3	3		
Context (1-4)	2	2	2	ME	1	1	4	4			
Achievement / Progress (1-4)	2	2	2	ME	1	1	4	4			
UNDERWOOD, JAMES GTID#: 1234567890 DOB: 06/10/2002	Stage of Progress										
	Established				Extending			Extending	Extending		
	Selected Strand*										
	Reading Fnd	Speak & List	Total		N&O Fract	Mea & Data	Total	Life Sci	Gov/Civ Und		3
	Fidelity to Standard (1-3)	2	3	3	3	2	3	3	3		
Context (1-4)	1	3	2	4	4	4	4	4			
Achievement / Progress (1-4)	2	3	3	4	4	4	4	4			
WATERS, HARRY GTID#: 1234567890 DOB: 05/22/2002	Stage of Progress										
	Not Complete				Not Complete			Not Complete	Not Complete		
	Selected Strand*										
	Fidelity to Standard (1-3)										
	Context (1-4)										
Achievement / Progress (1-4)											
GRADE 3 SUMMARY											
Selected Strand*										2.2	
ENGLISH LANGUAGE ARTS Average Scores				MATHEMATICS Average Scores			SCIENCE Average Scores	SOCIAL STUDIES Average Scores			GENERALIZATION Average Score
Entry 1	Entry 2	Total		Entry 1	Entry 2	Total	Entry 1	Entry 1			
Fidelity to Standard (1-3)	2.1	2.3	2.3	2.5	2.4	2.5	1.9	2.1			
Context (1-4)	2.6	2.8	2.7	2.7	2.8	2.7	2.2	2.3			
Achievement / Progress (1-4)	2.8	2.7	2.7	2.3	2.1	2.2	2.1	2.2			

NSA: Nonscorable assessment (See back page for explanation of Nonscorable Codes and Subcodes.)
 NS: Generalization Nonscorable due to no scorable entries in the portfolio.
 Not Complete: Student enrolled in a Georgia school after January 1, 2013, and the portfolio was not completed.
 Invalid: Irregular and invalid assessment, not included in summary data.
 *See back page for Selected Strands abbreviation key.

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SAMPLE REPORTS

SCHOOL SUMMARY OF STUDENT PERFORMANCE (CONTINUED)

Side two of the Roster provides a “Strand Abbreviation Key” for the report as well as “Nonscorable Codes and Definitions.”

Sample Roster—Side 2

Strand Abbreviation Key			Strand Abbreviation Key			Codes and Definitions		page 2						
Abbreviation	Strand Name	Grades	Abbreviation	Strand Name	Grades	NSA Codes / Subcodes	Nonscorable Definition							
English Language Arts			Mathematics			Missing Entry	ME	Entry was missing from the portfolio						
Lang	Language	K, 3-8, High School	Count & Card	Counting and Cardinality	K	Entry Sheet Error	A	Entry Sheet was missing from the portfolio						
Reading Fnd	Reading Foundational	K, 3-5	Ops & Alg	Operations and Algebraic Thinking	K, 3-5		B	Standard number and description were missing or incorrect						
Reading Inf	Reading Informational	K, 3-8, High School	N&O Base 10	Numbers and Operations in Base 10	3-5		C	Element letter and description were missing or incorrect						
Reading Lit	Reading Literary	K, 3-8, High School	N&O Fract	Numbers and Operations - Fractions	3-5	Not Aligned	NA	A	Tasks were not aligned to standard and element (refers to all 4 tasks submitted)					
Speak & List	Speaking and Listening	K, 3-8, High School	Ratio & Prop	Ratios and Proportion	6-7		B	One or both tasks for Collection Period 1 did not align to the standard and element						
Writing	Writing	K, 3-8, High School	Num Sys	Number System	6-8		C	One or both tasks for Collection Period 2 did not align to the standard and element						
GPS Writing	Writing	High School	Exp & Eq	Expressions and Equations	6-8		D	No evidence of the Characteristic of Science indicated						
Reading & Am Lit	Reading and American Literature	High School	Functions	Functions	8	Insufficient Evidence	IE	A	Evidence was submitted for only ONE Collection Period					
L/S/V	Listening/Speaking/Viewing	High School	Mea & Data	Measurement and Data	K, 3-5			B	Primary Evidence for CP1 did not meet evidence requirements or was missing					
Science			Geo	Geometry	K, 3-8			C	Secondary Evidence for CP1 did not meet evidence requirements or was missing					
Earth Sci	Earth Science	3-6	Stat & Prob	Statistics and Probability	6-8			D	Primary Evidence for CP2 did not meet evidence requirements or was missing					
Phys Sci	Physical Science	3-5, 8, High School	Math I: Alg	Math I: Algebra	High School			E	Secondary Evidence for CP2 did not meet evidence requirements or was missing					
Life Sci	Life Science	3-5, 7	Math I: Geo	Math I: Geometry	High School			F	Secondary Evidence for CP1 was a redocumentation of Primary Evidence					
Bio	Biology	High School	Math I: DAP	Math I: Data Analysis and Probability	High School			G	Secondary Evidence for CP2 was a redocumentation of Primary Evidence					
Social Studies			Math II: N&O	Math II: Numbers and Operations	High School			H	Could not determine correctness of student response on one or more pieces of evidence					
Hist Und	Historical Understandings	3-8	Math II: Alg	Math II: Algebra	High School	Insufficient Time	IT	A	Dates on evidence did not reflect two distinct collection periods					
Geog Und	Geographic Understandings	3-8	Math II: Geo	Math II: Geometry	High School			B	There were fewer than 2 weeks (14 calendar days) from date on Primary Evidence for Collection Period 1 to date on Primary Evidence for Collection Period 2					
Gov/Civ Und	Government/Civic Understandings	3-8	Math II: DAP	Math II: Data Analysis and Probability	High School			C	Date on evidence indicated that student work was collected before the testing window opened					
Econ Und	Economic Understandings	3-8	GPS Alg: Alg	GPS Algebra: Algebra	High School	Ineligible Standard	IS	A	Standard addressed was not eligible for assessment					
Econ	Economics	High School	GPS Alg: N&O	GPS Algebra: Numbers and Operations	High School			B	Required standard was not addressed (applies to ELA and Mathematics only)					
US Hist	U.S. History	High School	GPS Alg: DAP	GPS Algebra: Data Analysis and Probability	High School			C	Same standard was addressed in previous entry					
						GPS Geo: Geo	GPS Geometry: Geometry		High School	Off Grade	OG	Standard was not at student's grade level		
						GPS Geo: DAP	GPS Geometry: Data Analysis and Probability		High School					
						GPS Geo: Alg	GPS Geometry: Algebra		High School	Invalid Code			Invalid Definition	
										Invalid			Irregular and invalid entry	

SAMPLE REPORTS

SCHOOL SUMMARY OF STUDENT PERFORMANCE (CONTINUED)

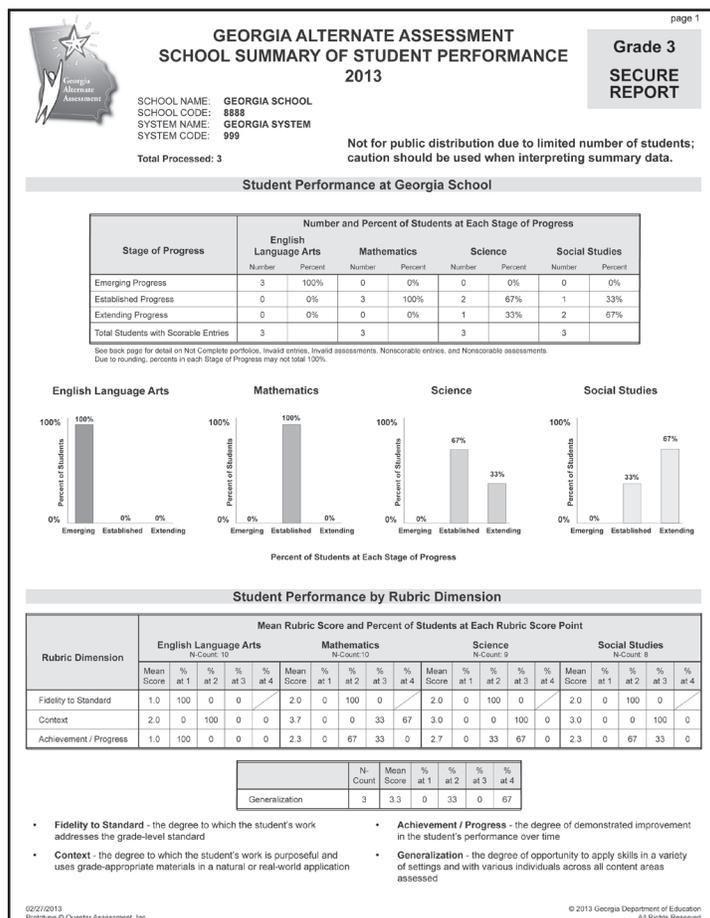
Profile

The **Profile**, also organized by grade, presents performance summary data on two sides. The name of the school and the total number of portfolios processed are indicated at the upper left hand portion of side one.

The first section of side one, “Student Performance at Georgia School,” provides the number and percent of students at each Stage of Progress by content area, along with content area bar graphs illustrating the “Percent of Students at Each Stage of Progress.” English Language Arts and Mathematics scores are reported for Kindergarten, grades 3–8, and High School; reports for grades 3–8 and High School also include scores for Science and Social Studies.

The “Student Performance by Rubric Dimension” section at the bottom provides, by content area, the mean score by rubric dimension, and the percent of students at each score point. Generalization data as well as definitions of the rubric dimensions are also included beneath the content area table. Because most systems have a limited number of students participating in the GAA, caution must be taken when interpreting summary data.

Sample Profile—Side 1



SAMPLE REPORTS

SCHOOL SUMMARY OF STUDENT PERFORMANCE (CONTINUED)

Side two of the **Profile** summarizes student performance by population group, and provides data regarding nonscorable and invalidated portfolios and entries for each system.

The first column of the “Student Performance by Population Group for School” table divides the student population into groups based on several characteristics including gender, ethnicity, and disability. The subsequent columns list the total number of students in each specific population group tested by each content area, and the percent of students at each Stage of Progress within each content area. Because most systems have a limited number of students participating in the GAA, caution must be taken when interpreting summary data.

The “Detail for Portfolios and Entries Not Scored” table provides the number of students for whom portfolios and entries were returned that could not be scored, listed for each content area by Nonscorable Category: Not Complete Portfolios, Invalidations, Nonscorable Assessments (NSA), and the Total Nonscorable Entries broken down by type of nonscorable entry.

Sample Profile—Side 2

Georgia Alternate Assessment — 2013		SECURE REPORT		Not for public distribution due to limited number of students; caution should be used when interpreting summary data.		page 2										
SCHOOL NAME: GEORGIA SCHOOL SYSTEM NAME: GEORGIA SYSTEM						Grade 3										
Student Performance by Population Group for School																
Population Group	Percentage at Each Stage of Progress															
	English Language Arts				Mathematics				Science				Social Studies			
	Total Students* (N=Count)	Emerging	Established	Extending	Total Students* (N=Count)	Emerging	Established	Extending	Total Students* (N=Count)	Emerging	Established	Extending	Total Students* (N=Count)	Emerging	Established	Extending
All Students	3	100	0	0	3	0	100	0	3	0	67	33	3	0	33	67
Gender																
Female	1	100	0	0	1	0	100	0	1	0	0	100	1	0	0	100
Male	2	100	0	0	2	0	100	0	2	0	100	0	2	0	50	50
Ethnicity																
Asian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Black/Non-Hispanic	1	100	0	0	1	0	100	0	1	0	100	0	1	0	100	0
Hispanic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Native American/Alaskan Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White/Non-Hispanic	1	100	0	0	1	0	100	0	1	0	100	0	1	0	0	100
Multi-racial	1	100	0	0	1	0	100	0	1	0	0	100	1	0	0	100
Disability																
Visual Impairments	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Deaf/Hard of Hearing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Deaf/Blind	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Specific Learning Disabilities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mild Intellectual Disabilities	1	100	0	0	1	0	100	0	1	0	0	100	1	0	0	100
Traumatic Brain Injury	2	100	0	0	2	0	100	0	2	0	100	0	2	0	50	50
MS/IP Intellectual Disabilities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Autism	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Orthopedic Impairments	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Speech-Language Impairments	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Emotional and Behavioral Disorders	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Health Impairments	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Significant Developmental Delay	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other																
EL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EL Monitored	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Migrant	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Due to rounding, percents in each Stage of Progress may not total 100%.
*Includes students with scorable assessments.

Detail for Portfolios and Entries Not Scored				
Nonscorable Category	English Language Arts Number	Mathematics Number	Science Number	Social Studies Number
Not Complete Portfolios	0	0	0	0
Invalid Assessments	0	0	0	0
Invalid Entries	0	0	0	0
Nonscorable Assessments (NSA)	0	0	0	0
Total Nonscorable Entries	3	0	0	0
Missing Entry	0	0	0	0
Entry Sheet Error	0	0	0	0
Not Aligned	0	0	0	0
Insufficient Evidence	3	0	0	0
Indigible Standard	0	0	0	0
Insufficient Time	0	0	0	0
Off Grade	0	0	0	0

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SAMPLE REPORTS

System Reports

SYSTEM SUMMARY

The **System Summary** report is made up of two parts: the Overall Summary of Performance and the System Summary by Grade.

The **Overall Summary of Performance** is a one-sided report that lists system-wide performance of students taking the GAA, by grade and content area, showing the total number of students, the number of portfolios returned that could not be scored or were invalidated, and the number and percent of students at each Stage of Progress. Because most systems have a limited number of students participating in the GAA, caution must be taken when interpreting summary data.

Sample Overall Summary of Performance

Grade		Number and Percent of Students at Each Stage of Progress																														
		English Language Arts				Mathematics				Science				Social Studies																		
Total Students* (N-Count)	NSA / Invalid / Not Complete	Emerging Progress #	Established Progress %	Extending Progress #	Extending Progress %	Total Students* (N-Count)	NSA / Invalid / Not Complete	Emerging Progress #	Established Progress %	Extending Progress #	Extending Progress %	Total Students* (N-Count)	NSA / Invalid / Not Complete	Emerging Progress #	Established Progress %	Extending Progress #	Extending Progress %	Total Students* (N-Count)	NSA / Invalid / Not Complete	Emerging Progress #	Established Progress %	Extending Progress #	Extending Progress %									
All Students	6	1	4	67%	2	33%	0	0%	5	2	3	60%	2	40%	0	0%	4	3	0	0%	4	100%	0	0%	3	4	0	0%	1	33%	2	67%
Kindergarten	0	0	0	0%	0	0%	0	0%	0	0	0	0%	0	0%	0	0%																
Grade 3	1	0	1	100%	0	0%	0	0%	1	0	1	100%	0	0%	0	0%	1	0	0	0%	1	100%	0	0%	1	0	0	0%	0	0%	1	100%
Grade 4	1	0	1	100%	0	0%	0	0%	1	0	1	100%	0	0%	0	0%	1	0	0	0%	1	100%	0	0%	1	0	0	0%	0	0%	1	100%
Grade 5	1	0	1	100%	0	0%	0	0%	1	0	0	0%	1	100%	0	0%	0	1	0	0%	0	0%	0	0%	0	1	0	0%	0	0%	0	0%
Grade 6	1	0	0	0%	1	0%	0	0%	0	1	0	0%	0	0%	0	0%	0	1	0	0%	0	0%	0	0%	0	1	0	0%	0	0%	0	0%
Grade 7	1	0	1	100%	0	0%	0	0%	1	0	0	0%	1	100%	0	0%	1	0	0	0%	1	100%	0	0%	0	1	0	0%	0	0%	0	0%
Grade 8	0	1	0	0%	0	0%	0	0%	0	1	0	0%	0	0%	0	0%	0	1	0	0%	0	0%	0	0%	0	1	0	0%	0	0%	0	0%
High School	1	0	0	0%	1	100%	0	0%	1	0	1	100%	0	0%	0	0%	1	0	0	0%	1	100%	0	0%	1	0	0	0%	1	100%	0	0%

*Includes students with scorable assessments. Summary Reports exclude retest students.
 NSA: Non-scorable Assessment.
 Not Complete: Student enrolled in a Georgia school after January 1, 2013, and the portfolio was not completed.
 Invalid: Irregular and invalid assessment.
 Due to rounding, percents in each Stage of Progress may not total 100%.
 02/07/2013

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SAMPLE REPORTS

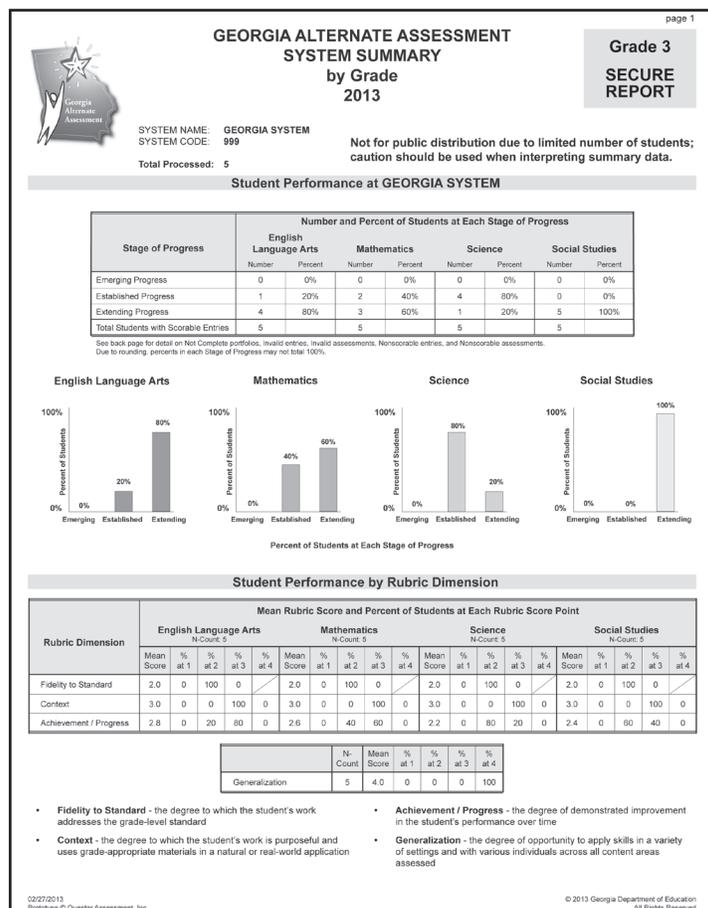
SYSTEM SUMMARY (CONTINUED)

The **System Summary by Grade** is a two-sided report that provides performance summary data for a given system. The name of the system and the total number of portfolios processed are indicated at the top of side one.

The first section of side one, “Student Performance at Georgia System,” provides the number and percent of students at each Stage of Progress by content area, along with content area bar graphs illustrating the “Percent of Students at Each Stage of Progress.” English Language Arts and Mathematics scores are reported for Kindergarten, grades 3–8, and High School; reports for grades 3–8 and High School also include scores for Science and Social Studies.

The “Student Performance by Rubric Dimension” section at the bottom provides, by content area, the mean score for each rubric dimension, and the percent of students at each score point. Generalization data as well as definitions of the rubric dimensions are also included beneath the content area table. Because most systems have a limited number of students participating in the GAA, caution must be taken when interpreting summary data.

Sample System Summary by Grade—Side 1



SAMPLE REPORTS

SYSTEM SUMMARY (CONTINUED)

Side two of the **System Summary by Grade** summarizes student performance by population group, and provides data regarding nonscorable and invalidated portfolios and entries for each system.

The first column of the “Student Performance by Population Group for System” table divides the student population into groups based on several characteristics including gender, ethnicity, and disability. The subsequent columns list the total number of students in each specific population group tested by content area and the percent of students at each Stage of Progress within each content area for that grade.

The “Detail for Portfolios and Entries Not Scored” table provides the number of students for whom portfolios and entries were returned that could not be scored, listed for each content area by Nonscorable Category: Not Complete Portfolios, Invalidations, Nonscorable Assessments (NSA), and the Total Nonscorable Entries broken down by type of nonscorable entry.

Sample System Summary by Grade—Side 2

Georgia Alternate Assessment — 2013		SECURE REPORT		Not for public distribution due to limited number of students; caution should be used when interpreting summary data.		page 2											
SYSTEM NAME: GEORGIA SYSTEM						Grade 3											
Student Performance by Population Group for System																	
Population Group	Percentage at Each Stage of Progress																
	English Language Arts			Mathematics			Science			Social Studies							
	Total Students* (N-Count)	Emerging	Established	Extending	Total Students* (N-Count)	Emerging	Established	Extending	Total Students* (N-Count)	Emerging	Established	Extending	Total Students* (N-Count)	Emerging	Established	Extending	
Gender	All Students	5	0	20	80	5	0	40	90	5	0	80	20	5	0	0	100
	Female	1	0	100	0	1	0	0	100	1	0	100	0	1	0	0	100
	Male	4	0	0	100	4	0	50	50	4	0	75	25	4	0	0	100
Ethnicity	Asian/Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Black/Non-Hispanic	5	0	20	80	5	0	40	80	5	0	80	20	5	0	0	100
	Hispanic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Native American/Alaskan Native	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	White/Non-Hispanic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Multi-racial	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disability	Visual Impairments	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Deaf/Hard of Hearing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Deaf/Blind	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Specific Learning Disabilities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Mild Intellectual Disabilities	2	0	50	50	2	0	50	50	2	0	50	50	2	0	0	100
	Traumatic Brain Injury	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	M/SP Intellectual Disabilities	1	0	0	100	1	0	100	0	1	0	100	0	1	0	0	100
	Autism	3	0	0	100	3	0	33	67	3	0	67	33	3	0	0	100
	Orthopedic Impairments	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Speech-Language Impairments	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Emotional and Behavioral Disorders	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Other Health Impairments	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Significant Developmental Delay	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	EL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	EL Monitored	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Migrant	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Due to rounding, percents in each Stage of Progress may not total 100%.
*Includes students with scorable assessments.

Detail for Portfolios and Entries Not Scored				
Nonscorable Category	English Language Arts Number	Mathematics Number	Science Number	Social Studies Number
Not Complete Portfolios	0	0	0	0
Invalid Assessments	0	0	0	0
Invalid Entries	0	0	0	0
Nonscorable Assessments (NSA)	0	0	0	0
Total Nonscorable Entries	0	0	0	0
Missing Entry	0	0	0	0
Entry Sheet Error	0	0	0	0
Not Aligned	0	0	0	0
Insufficient Evidence	0	0	0	0
Ineligible Standard	0	0	0	0
Insufficient Time	0	0	0	0
Off Grade	0	0	0	0

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SAMPLE REPORTS

SYSTEM PERFORMANCE BY STRAND

The **System Performance by Strand**, a one-sided report, provides a summary of students' scores by content area and strand for each of the rubric dimensions. The data provide the total number of students evaluated in each content area and strand, the mean scores for each strand, as well as the number and percent at each score point for each dimension. Content Area/Strand data is collected from the *Student Demographic Information Forms* (SDIFs) that were completed at the school level and included with each portfolio returned. The total number of students tested for each content area and strand indicated on the report may not equal the actual total number of students tested if the SDIFs were not completed correctly or if any entries were nonscorable or invalidated. At the bottom of the page, a table summarizing student performance for the Generalization rubric dimension, including the number and percent at each score point, is provided. Because most systems have a limited number of students participating in the GAA, caution must be taken when interpreting summary data.

Sample System Performance by Strand

Content Area / Strand		Number of Students*	Fidelity to Standard								Context								Achievement / Progress																										
			Mean Score		at 1		at 2		at 3		Mean Score		at 1		at 2		at 3		at 4		Mean Score		at 1		at 2		at 3		at 4																
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%																	
English Language Arts (2 entries)		5																																											
Language		0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%																	
Reading Foundational		2	2.5	0%	1	50%	1	50%	3.0	0%	1	50%	0	0%	1	50%	3.0	0%	0	0%	2	100%	0	0%	0	0%	0	0%																	
Reading Informational		0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%																	
Reading Literary		3	2.3	0%	2	67%	1	33%	2.3	1	33%	0	0%	2	67%	0	0%	3.3	0%	0	0%	2	67%	1	33%	0	0%	0	0%																
Writing		3	1.5	1	30%	2	28%	0	0%	3.3	0	0%	1	33%	0	0%	2	67%	2.7	0	0%	2	67%	0	0%	1	33%	0	0%																
Speaking and Listening		2	2.5	0	0%	1	50%	1	50%	3.5	0	0%	0	0%	1	50%	1	50%	2.5	0	0%	1	50%	1	50%	0	0%	0	0%																
Mathematics (2 entries)		5																																											
Operations & Algebraic Thinking		1	2.0	0	0%	1	100%	0	0%	1.0	1	100%	0	0%	0	0%	0	0%	4.0	0	0%	0	0%	0	0%	1	100%	0	0%																
Numbers & Operations in Base 10		2	2.5	0	0%	1	50%	1	50%	3.0	0	0%	1	50%	0	0%	1	50%	3.0	0	0%	0	0%	2	100%	0	0%	0	0%																
Numbers & Operations-Fractions		2	2.5	0	0%	1	50%	1	50%	3.5	0	0%	0	0%	1	50%	1	50%	2.5	0	0%	1	50%	1	50%	0	0%	0	0%																
Measurement and Data		3	2.3	0	0%	2	67%	1	33%	2.3	1	33%	0	0%	2	67%	0	0%	3.3	0	0%	0	0%	2	67%	1	33%	0	0%																
Geometry		2	1.5	1	50%	1	50%	0	0%	3.0	0	0%	1	50%	0	0%	1	50%	3.0	0	0%	1	50%	0	0%	1	50%	0	0%																
Science (1 entry)		5																																											
Earth Science		1	2.0	0	0%	1	100%	0	0%	1.0	1	100%	0	0%	0	0%	0	0%	4.0	0	0%	0	0%	0	0%	1	100%	0	0%																
Physical Science		2	2.5	0	0%	1	50%	1	50%	3.0	0	0%	1	50%	0	0%	1	50%	3.0	0	0%	0	0%	2	100%	0	0%	0	0%																
Life Science		2	2.5	0	0%	1	50%	1	50%	3.5	0	0%	0	0%	1	50%	1	50%	2.5	0	0%	1	50%	1	50%	0	0%	0	0%																
Social Studies (1 entry)		5																																											
Geographic Understandings		1	2.0	0	0%	1	100%	0	0%	1.0	1	100%	0	0%	0	0%	0	0%	4.0	0	0%	0	0%	0	0%	1	100%	0	0%																
Government/Civic Understandings		2	2.5	0	0%	1	50%	1	50%	3.0	0	0%	1	50%	0	0%	1	50%	3.0	0	0%	0	0%	2	100%	0	0%	0	0%																
Economic Understandings		0	0	0	0%	0	0%	0	0%	0	0	0%	0	0%	0	0%	0	0%	0	0	0%	0	0%	0	0%	0	0%	0	0%																
Historical Understandings		2	1.0	2	100%	0	0%	0	0%	2.0	0	0%	2	100%	0	0%	0	0%	3.0	0	0%	0	0%	2	100%	0	0%	0	0%																
<small>*Data included in this report are limited to scored entries for which the strand assessed was indicated on the Student Demographic Information Form. Due to rounding, percents in each Rubric Dimension (Fidelity to Standard, Context, Achievement/Progress, and Generalization) may not total 100%.</small>			<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2">Generalization</th> <th rowspan="2">Number of Students</th> <th rowspan="2">Mean Score</th> <th colspan="2">at 1</th> <th colspan="2">at 2</th> <th colspan="2">at 3</th> <th colspan="2">at 4</th> </tr> <tr> <th>#</th><th>%</th><th>#</th><th>%</th><th>#</th><th>%</th><th>#</th><th>%</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>2.2</td> <td>1</td><td>20%</td> <td>2</td><td>40%</td> <td>2</td><td>40%</td> <td>0</td><td>0%</td> </tr> </tbody> </table>														Generalization	Number of Students	Mean Score	at 1		at 2		at 3		at 4		#	%	#	%	#	%	#	%	5	2.2	1	20%	2	40%	2	40%	0	0%
Generalization	Number of Students	Mean Score	at 1		at 2		at 3		at 4																																				
			#	%	#	%	#	%	#	%																																			
5	2.2	1	20%	2	40%	2	40%	0	0%																																				

page 1
Grade 3
SECURE REPORT

Not for public distribution due to limited number of students; caution should be used when interpreting summary data.

ADDITIONAL RESOURCES

Additional Resources for Educators

The following resources, which include information on the GAA and the state-mandated curriculum, are available for local systems and educators.

- The www.georgiastandards.org Web site hosts the state-mandated curriculum.
- Access to the Georgia Performance Standards (GPS) Resource Board, which is a forum for teachers to discuss curriculum access and post ideas, including adapted lesson plans and materials. To enroll for the GPS Resource Board, contact the Division for Special Education Services and Supports.
- The GAA Web page on the GaDOE Web site www.GaDOE.org houses a variety of general GAA administration information including electronic versions of manuals and forms.

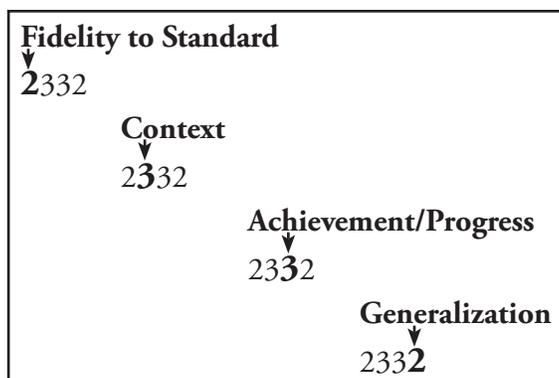
Check these resources often, as the GaDOE as well as teachers across the state share materials, ideas, and other supporting information.

Appendix

GAA PERFORMANCE LEVEL CLASSIFICATION FOR ALL RUBRIC SCORES

The table on the following pages provides the Stage of Progress for each possible score pattern. The table is organized by content area and grade band. Each possible score pattern is organized by rubric dimension. The patterns are listed in ascending order and are provided with the Stage of Progress assigned during standard setting. Standards were set by content area and grade band. Four grade bands, including Kindergarten, 3–5, 6–8, and High School, were identified based on the similarity of content and skills inherent in the curriculum standards for these grade groupings. Although standards for the GAA were set by grade band, it is important to note that student work must demonstrate alignment to the student’s grade-level standards.

The score patterns are organized by rubric dimension, reading left to right:



The next series of columns are the content area and grade band, from left to right:

ELA K	= English Language Arts, Kindergarten
ELA 3–5	= English Language Arts, Grades 3–5
ELA 6–8	= English Language Arts, Grades 6–8
ELA High School	= English Language Arts, High School
Math K	= Mathematics, Kindergarten
Math 3–5	= Mathematics, Grades 3–5
Math 6–8	= Mathematics, Grades 6–8
Math High School	= Mathematics, High School
Science 3–5	= Science, Grades 3–5
Science 6–8	= Science, Grades 6–8
Science High School	= Science, High School
SS 3–5	= Social Studies, Grades 3–5
SS 6–8	= Social Studies, Grades 6–8
SS High School	= Social Studies, High School

Performance Levels are indicated by an alphanumeric code:

E1	= Emerging Progress (Basic/Does Not Meet)
E2	= Established Progress (Proficient/Meets)
E3	= Extending Progress (Advanced/Exceeds)

APPENDIX

GAA Performance Level for Each Possible Score Combination

*Possible Scores appear in order from left to right
Fidelity, Context, Achievement/Progress, Generalization

Possible Scores*	ELA K-2 Level (E)	ELA 3-5 Level (E)	ELA 6-8 Level (E)	ELA 11 Level (E)	Math K-2 Level (E)	Math 3-5 Level (E)	Math 6-8 Level (E)	Math 11 Level (E)	Science 3-5 Level (E)	Science 6-8 Level (E)	Science 11 Level (E)	SS 3-5 Level (E)	SS 6-8 Level (E)	SS 11 Level (E)
1111	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1112	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1113	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1114	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1121	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1122	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1123	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1124	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1131	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1132	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1133	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1134	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1141	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1142	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1143	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1144	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1211	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1212	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1213	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1214	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1221	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1222	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1223	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1224	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1231	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1232	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1233	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1234	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1241	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1242	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1243	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1244	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1311	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1312	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1313	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1314	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1321	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1322	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1323	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
1324	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1

E1 = Emerging Progress
E2 = Established Progress
E3 = Extending Progress

APPENDIX

GAA Performance Level for Each Possible Score Combination

*Possible Scores appear in order from left to right
Fidelity, Context, Achievement/Progress, Generalization

Possible Scores*	ELA K-2	ELA 3-5	ELA 6-8	ELA 11	Math K-2	Math 3-5	Math 6-8	Math 11	Science 3-5	Science 6-8	Science 11	SS 3-5	SS 6-8	SS 11
	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)								
1331	E1	E1	E1	E1	E1	E1								
1332	E1	E1	E1	E1	E1	E1								
1333	E1	E1	E1	E1	E1	E1								
1334	E1	E1	E1	E1	E1	E1								
1341	E1	E1	E1	E1	E1	E1								
1342	E1	E1	E1	E1	E1	E1								
1343	E1	E1	E1	E1	E1	E1								
1344	E1	E1	E1	E1	E1	E1								
1411	E1	E1	E1	E1	E1	E1								
1412	E1	E1	E1	E1	E1	E1								
1413	E1	E1	E1	E1	E1	E1								
1414	E1	E1	E1	E1	E1	E1								
1421	E1	E1	E1	E1	E1	E1								
1422	E1	E1	E1	E1	E1	E1								
1423	E1	E1	E1	E1	E1	E1								
1424	E1	E1	E1	E1	E1	E1								
1431	E1	E1	E1	E1	E1	E1								
1432	E1	E1	E1	E1	E1	E1								
1433	E1	E1	E1	E1	E1	E1								
1434	E1	E1	E1	E1	E1	E1								
1441	E1	E1	E1	E1	E1	E1								
1442	E1	E1	E1	E1	E1	E1								
1443	E1	E1	E1	E1	E1	E1								
1444	E1	E1	E1	E1	E1	E1								
2111	E1	E1	E1	E1	E1	E1								
2112	E1	E1	E1	E1	E1	E1								
2113	E1	E1	E1	E1	E1	E1								
2114	E1	E1	E1	E1	E1	E1								
2121	E1	E1	E1	E1	E1	E1								
2122	E1	E1	E1	E1	E1	E1								
2123	E1	E1	E1	E1	E1	E1								
2124	E1	E1	E1	E1	E1	E1								
2131	E1	E1	E1	E1	E1	E1								
2132	E1	E1	E1	E1	E1	E1								
2133	E1	E1	E1	E1	E1	E1								
2134	E1	E1	E1	E1	E1	E1								
2141	E1	E1	E1	E1	E1	E1								
2142	E1	E1	E1	E1	E1	E1								
2143	E1	E1	E1	E1	E1	E1								
2144	E1	E1	E1	E1	E1	E1								

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APPENDIX

GAA Performance Level for Each Possible Score Combination

*Possible Scores appear in order from left to right
Fidelity, Context, Achievement/Progress, Generalization

Possible Scores*	ELA K-2	ELA 3-5	ELA 6-8	ELA 11	Math K-2	Math 3-5	Math 6-8	Math 11	Science 3-5	Science 6-8	Science 11	SS 3-5	SS 6-8	SS 11
	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)								
2211	E1	E1	E1	E1	E1	E1								
2212	E1	E1	E1	E1	E1	E1								
2213	E1	E1	E1	E1	E1	E1								
2214	E1	E1	E1	E1	E1	E1								
2221	E1	E1	E1	E1	E1	E1								
2222	E2	E2	E2	E2	E2	E2								
2223	E2	E2	E2	E2	E2	E2								
2224	E2	E2	E2	E2	E2	E2								
2231	E1	E1	E1	E1	E1	E1								
2232	E2	E2	E2	E2	E2	E2								
2233	E2	E2	E2	E2	E2	E2								
2234	E2	E2	E2	E2	E2	E2								
2241	E1	E1	E1	E1	E1	E1								
2242	E2	E2	E2	E2	E2	E2								
2243	E2	E2	E2	E2	E2	E2								
2244	E2	E2	E2	E2	E2	E2								
2311	E1	E1	E1	E1	E1	E1								
2312	E1	E1	E1	E1	E1	E1								
2313	E1	E1	E1	E1	E1	E1								
2314	E1	E1	E1	E1	E1	E1								
2321	E1	E1	E1	E1	E1	E1								
2322	E2	E2	E2	E2	E2	E2								
2323	E2	E2	E2	E2	E2	E2								
2324	E2	E2	E2	E2	E2	E2								
2331	E1	E1	E1	E1	E1	E1								
2332	E2	E2	E2	E2	E2	E2								
2333	E3	E3	E3	E3	E3	E3								
2334	E3	E3	E3	E3	E3	E3								
2341	E1	E1	E1	E1	E1	E1								
2342	E2	E2	E2	E2	E2	E2								
2343	E3	E3	E3	E3	E3	E3								
2344	E3	E3	E3	E3	E3	E3								
2411	E1	E1	E1	E1	E1	E1								
2412	E1	E1	E1	E1	E1	E1								
2413	E1	E1	E1	E1	E1	E1								
2414	E1	E1	E1	E1	E1	E1								
2421	E1	E1	E1	E1	E1	E1								
2422	E2	E2	E2	E2	E2	E2								
2423	E2	E2	E2	E2	E2	E2								
2424	E2	E2	E2	E2	E2	E2								

E1 = Emerging Progress
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GAA Performance Level for Each Possible Score Combination

*Possible Scores appear in order from left to right
Fidelity, Context, Achievement/Progress, Generalization

Possible Scores*	ELA K-2	ELA 3-5	ELA 6-8	ELA 11	Math K-2	Math 3-5	Math 6-8	Math 11	Science 3-5	Science 6-8	Science 11	SS 3-5	SS 6-8	SS 11
	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)	Level (E)								
2431	E1	E1	E1	E1	E1	E1								
2432	E2	E3	E2	E2	E2	E3	E2	E2						
2433	E3	E3	E3	E3	E3	E3								
2434	E3	E3	E3	E3	E3	E3								
2441	E1	E1	E1	E1	E1	E1								
2442	E3	E2	E3	E2	E3	E2	E2	E3	E2	E2	E2	E3	E3	E3
2443	E3	E3	E3	E3	E3	E3								
2444	E3	E3	E3	E3	E3	E3								
3111	E1	E1	E1	E1	E1	E1								
3112	E1	E1	E1	E1	E1	E1								
3113	E1	E1	E1	E1	E1	E1								
3114	E1	E1	E1	E1	E1	E1								
3121	E1	E1	E1	E1	E1	E1								
3122	E1	E1	E1	E1	E1	E1								
3123	E1	E1	E1	E1	E1	E1								
3124	E1	E1	E1	E1	E1	E1								
3131	E1	E1	E1	E1	E1	E1								
3132	E1	E1	E1	E1	E1	E1								
3133	E1	E1	E1	E1	E1	E1								
3134	E1	E1	E1	E1	E1	E1								
3141	E1	E1	E1	E1	E1	E1								
3142	E1	E1	E1	E1	E1	E1								
3143	E1	E1	E1	E1	E1	E1								
3144	E1	E1	E1	E1	E1	E1								
3211	E1	E1	E1	E1	E1	E1								
3212	E1	E1	E1	E1	E1	E1								
3213	E1	E1	E1	E1	E1	E1								
3214	E1	E1	E1	E1	E1	E1								
3221	E1	E1	E1	E1	E1	E1								
3222	E2	E2	E2	E2	E2	E2								
3223	E2	E2	E2	E2	E2	E2								
3224	E3	E2	E2	E2	E3	E3	E3	E2	E2	E2	E2	E3	E2	E2
3231	E1	E1	E1	E1	E1	E1								
3232	E2	E2	E2	E2	E2	E2								
3233	E3	E2	E2	E2	E3	E3	E2							
3234	E3	E2	E2	E2	E3	E3	E2							
3241	E1	E1	E1	E1	E1	E1								
3242	E3	E2	E2	E2	E3	E2	E2	E2	E2	E2	E2	E3	E3	E2
3243	E3	E3	E3	E3	E3	E2								
3244	E3	E3	E3	E3	E3	E3								

E1 = Emerging Progress
E2 = Established Progress
E3 = Extending Progress

APPENDIX

GAA Performance Level for Each Possible Score Combination

*Possible Scores appear in order from left to right
Fidelity, Context, Achievement/Progress, Generalization

Possible Scores*	ELA K-2 Level (E)	ELA 3-5 Level (E)	ELA 6-8 Level (E)	ELA 11 Level (E)	Math K-2 Level (E)	Math 3-5 Level (E)	Math 6-8 Level (E)	Math 11 Level (E)	Science 3-5 Level (E)	Science 6-8 Level (E)	Science 11 Level (E)	SS 3-5 Level (E)	SS 6-8 Level (E)	SS 11 Level (E)
3311	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3312	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3313	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3314	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3321	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3322	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2
3323	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2
3324	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3
3331	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3332	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2
3333	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3
3334	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3
3341	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3342	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3
3343	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3
3344	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3
3411	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3412	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3413	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3414	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3421	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3422	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2
3423	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3
3424	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3
3431	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3432	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2	E2
3433	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3
3434	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3
3441	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1	E1
3442	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3
3443	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3
3444	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3

E1 = Emerging Progress
E2 = Established Progress
E3 = Extending Progress

QAI-10863 SIG GA1301



QAI10863