

Georgia Department of Education Frequently Asked Questions: GAA/Alternate SLO

- 1. If a special education teacher provides instruction in a course with less than 15 students, is the teacher still required to administer SLO assessments?***

Yes. The teacher is required to administer SLO pre and post assessments. The results of the SLO assessments will **not** be used to calculate the teacher's TEM due to the small number of students. However, the student data from the SLO assessments will be reflected in the school leader's LEM calculation.

- 2. Are LEAs required to use the rubrics as SLO assessments for their GAA students?***

Yes. LEAs must use the rubric(s) as the scoring measure of the assessment. However, the LEA may choose the scenario or performance task that is evaluated with the rubric(s).

- 3. Can LEAs adjust or modify the 1 - 4 category scale on the rubric?***

No. LEAs should follow the 1 - 4 category scale on the rubric as written.

- 4. Why are the two rubrics limited to the Reading Literacy (Key Ideas and Details) and Comprehension and Collaboration (Speaking and Listening) standards?***

The ELA and Reading standards utilized in the rubrics were chosen based on frequency of use in the Georgia Alternative Assessment (GAA). Student information/data for the GAA/Alternate SLO may come from the instruction in the same standards that have been chosen for GAA, if the LEA determines it is appropriate. Please note that the materials chosen as assessment evidence to be placed in the GAA binder are secure and cannot be duplicated. However, performance data can be collected during these activities.

- 5. Should LEAs consider the length of the course when setting SLO targets for courses taught at an access level of instruction for students assessed by GAA/Alternate SLO?***

Yes. LEAs should be mindful of the course's instructional period when determining the growth target for courses taught at the access level of instruction. Considering the length of the course will help to ensure the growth targets are rigorous, yet realistic.

- 6. Can the rubric be individualized for students with the use of prompting?***

Yes. Students with IEPs are allowed the same accommodations during SLO assessment administration as used in classwork, homework, quizzes, or chapter/unit tests. Some of the learning expectations on each standard include prompting and other accommodations where appropriate.

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7. *Please summarize the process for the using the rubrics required in the SLO assessment for GAA/Alternate SLO.*

The developed rubrics are required for students in grades Pre-K-12. The rubrics were purposefully designed to be flexible to accommodate for the individualized needs of the students and teachers. In order to make the rubric authentic, LEAs will identify observable and measurable indicators for their selected standard(s). Appropriate expectations for the standard(s) should be supplied for all four levels of the category scale. Indicators describe what behavior(s) related to the standard students should be able to demonstrate at each level of the category scale. Using relevant student data for the course, LEAs will set district wide growth targets based on the rubric's category scale. Teachers may also determine multiple ways students can demonstrate mastery of a learning target.

8. *Is it expected that all students with disabilities show progress based on their SLO pre- and post-assessment results?*

SLOs are designed to show teachers' instructional impact on their students through the attainment of growth targets. SLO growth targets are set by the LEA based on historical and baseline student data relevant for the course and its instructional period. It is expected that all students demonstrate academic growth based on their pre and post assessment results.

9. *Are students assessed with GAA/Alternate SLO required to participate in the SLO assessments in non-GAA courses, such as art and chorus?*

It is a local decision whether students assessed by GAA/Alternate SLO participate in other course SLOs.