

2020-2021 Student Assessment Handbook

Georgia Student Assessment System
Office of Assessment and Accountability





ASSESSMENT AND ACCOUNTABILITY

404-656-2668, 800-634-4106

FAX 404-463-9747

Allison Timberlake, Ph.D., Deputy Superintendent
Assessment and Accountability
404-463-6666; atimberlake@doe.k12.ga.us

Joni Briscoe, Budget/Contracts Manager
404-657-9808; jbriscoe@doe.k12.ga.us

Connie Caldwell, Administrative Assistant
404-656-2668; ccaldwel@doe.k12.ga.us

ACCOUNTABILITY

Paula Swartzberg, Director of Accountability
404-463-1539; pswartzberg@doe.k12.ga.us

Lacey Andrews, Accountability Specialist
404-657-0251; landrews@doe.k12.ga.us

Kris Dennis, Accountability Specialist
404-463-1175; kdennis@doe.k12.ga.us

Jeff Harding, Ph.D., Accountability Specialist
404-657-4122; aogletree@doe.k12.ga.us

August Ogletree, Ph.D., Accountability Specialist
404-463-6675; jeffrey.harding@doe.k12.ga.us

ASSESSMENT ADMINISTRATION

Sandy Greene, Ed.D., Director of Assessment
Administration
404-656-0478; sgreene@doe.k12.ga.us

Taiesha Adams, Ed.D., Assessment Specialist, BEACON,
Georgia Milestones
404-656-5975; taadams@doe.k12.ga.us

Bobbie Bable, Assessment Specialist, National Assessment
of Educational Progress (NAEP), Georgia Kindergarten
Inventory of Developing Skills (GKIDS), Assessment Literacy
Resources
404-657-6168; bbable@doe.k12.ga.us

Joe Blessing, Program Manager, BEACON, Georgia
Milestones, TestPad
404-232-1208; jblessing@doe.k12.ga.us

Kelli Harris-Wright, Assessment Specialist, Formative
Instructional Practices (FIP)
404-463-5047; kharris-wright@doe.k12.ga.us

Mary Nesbit-McBride, Ph.D., Assessment Specialist,
ACCESS for ELLs, Georgia Alternate Assessment (GAA)
404-232-1207; mnesbit@doe.k12.ga.us

Missy Shealy, Project Manager, BEACON, Georgia
Milestones
404-657-7651; mshealy@doe.k12.ga.us

ASSESSMENT DEVELOPMENT

Jan Reyes, Ed.D., Director of Assessment Development
404-463-6665; jreyes@doe.k12.ga.us

Adrienne Walker, Ph.D., Measurement Program Manager,
Research and Development
404-463-1168; adrienne.walker@doe.k12.ga.us

Nijia Byrd, Ed.D., Assessment Specialist, Math/Science
404-463-1548; nbyrd@doe.k12.ga.us

Theresa Dell-Ross, Assessment Specialist, Research and
Development
404-657-0311; Theresa.dell-ross@doe.k12.ga.us

Lisa Hardman, Assessment Specialist, K-5 Assessment
404-651-6405; lhardman@doe.k12.ga.us

Elena Nightingale, Ph.D., Assessment Specialist,
Research and Development
404-463-0164; enightingale@doe.k12.ga.us

Adrienne Simmons, Ed.D., Test Development
Program Manager
404-463-1515; asimmons@doe.k12.ga.us

Niveen Vosler, Assessment Specialist,
Research and Development
404-463-0166; nvosler@doe.k12.ga.us

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INTRODUCTION TO GEORGIA'S STUDENT ASSESSMENT PROGRAM

The purpose of the Georgia Student Assessment Program is to measure student achievement of the state-adopted content standards and inform efforts to improve teaching and learning. Results of the assessment program are utilized to identify students failing to achieve mastery of content, to provide teachers with feedback about instructional practice, and to assist school districts in identifying strengths and weaknesses to establish priorities in planning educational programs. The assessment program includes customized summative criterion-referenced tests at the elementary, middle, and high school levels. In addition, Georgia participates in the National Assessment of Educational Progress (NAEP) in grades 4, 8, and 12 and administers an English language proficiency test in grades K-12. A variety of resources, including formative tools, are provided to assist parents, educators, students and the public with efforts improve educational opportunities for students to fulfill the purpose and maintain the integrity of the statewide assessment program.

The *Student Assessment Handbook* is intended to provide System Test Coordinators (STC) and other personnel assigned duties and responsibilities related to statewide student assessments with policy and guidance regarding those assessments. In addition, the *Student Assessment Handbook* is to be used in conjunction with the *Accessibility & Accommodations Manual* and the *Assessment Administration Protocol Manual*. These manuals together provide resources and direction supporting the integrity of the assessment and to assure that results are valid and reliable. Occurrences that violate test security risk damage to test integrity and could result in the invalidation of a system's test scores.

Mandatory state assessments include:

ACCESS for ELLs in grades K-12 and Alternate ACCESS for ELLs in grades 1-12

- Reading, Writing, Listening, and Speaking

Georgia Alternate Assessment (GAA 2.0)

- English/Language Arts, Mathematics, Science, and Social Studies in grade 8 and high school
- English/Language Arts, Mathematics, Science in grade 5
- English/Language Arts and Mathematics, grades 3, 4, 6, and 7

Georgia Kindergarten Inventory of Developing Skills 2.0 (GKIDS 2.0)

Georgia Milestones Assessment System (Georgia Milestones)

- English/Language Arts, Mathematics, Science, and Social Studies, grade 8 and high school
- English/Language Arts, Mathematics, Science in grade 5
- English/Language Arts and Mathematics, grades 3, 4, 6, and 7

National Assessment of Educational Progress (NAEP)

- National Assessments in Reading and Mathematics in grades 4 and 8

Optional formative assessments include:

DRC BEACON

- English language arts, grades 3-8
- Mathematics, grades 3-8

Keenville

- English language arts and mathematics, grades 1 and 2

COMMON ASSESSMENT TERMS

accommodations: A change in a test administration that alters how a student takes or responds to the assessment. The accommodations allowed on the state assessments are grouped into four broad categories: Presentation, Response, Setting, and Scheduling. Accommodations do not change what the assessment is designed to measure, nor do they dilute the meaning of the resulting scores. Accommodations are designed to provide equity, not advantage, and serve to level the playing field for students with disabilities and English Learners. When used appropriately, they reduce or even eliminate the effects of a student's disability. They do not, however, reduce learning expectations. There are two types of accommodations.

1. **standard accommodations** provide access to the assessment without altering the construct measured by the assessment.
2. **conditional accommodations** are more expansive accommodations that provide access for students with more severe disabilities or limited English proficiency that would not be able to access the assessment to demonstrate their achievement without such assistance. Conditional accommodations may only be provided to students who meet specified eligibility criteria. State Board Rule restricts this accommodation to a small percentage of students.

achievement level descriptors: Levels used to describe the knowledge and skills students have mastered. The four achievement levels on Georgia Milestones are *Beginning Learner*, *Developing Learner*, *Proficient Learner*, and *Distinguished Learner*.

achievement test: A test that measures the extent to which a student has acquired certain information or has mastered certain skills.

computer-adaptive test (CAT): A test designed to adjust the level of difficulty based on the responses provided to match the knowledge and ability of a test taker.

criterion-referenced test (CRT): A test that measures student performance as compared to an established criterion or standard.

domain: A domain is a group of related curricular standards within a content area. Providing information at the domain level helps educators determine the relative strengths and weaknesses of individual students and their classes.

ecological or substantive significance: Judgment that test performance, or the difference in test performance by separate groups, is meaningful or important in practical terms. This term is often contrasted with statistical significance, which is simply the probability that a result occurred through chance.

English Learner (EL): Refers to students whose native language is not English and who is eligible for services based on the results of the state-approved English language screening instrument and, if warranted, additional assessments as specified in SBOE Rule 160-4-5-.02 Language Assistance: Programs for English Learners.

English Learner-Monitored (EL-M): Refers to coding on assessments for students who have exited the ESOL program in the past four years. Coding for the purposes of Student Record for students having exited from the ESOL program is defined by Data Collections.

embargoed: Embargoed data are those that cannot be discussed at public meetings or released to the public or the media by districts until they have been publicly released by the state. This public release is generally made by Georgia’s School Superintendent. Data that have been publicly released to the media or can be found by the general public on www.gadoe.org are not embargoed. Data shared prior to the public release are **preliminary**. As such, these data are embargoed until the state public release. Even if data are embargoed, they may be used for internal district operations, including program and instructional planning for students and shared with individual parents for their child's academic needs.

empirical norm dates: The actual dates on which a test publisher tested the students in the norm group. Publishers recommend these dates to schools as the dates that should be used for administering the tests. Testing at times other than the empirical norm dates means that students may have received more or less instruction than the norm group.

error of measurement: The statistical estimate of the difference between an observed score and the corresponding “true” score.

equating: Equating is a statistical process by which scores earned on two different versions of a test are made comparable. Often, there are multiple forms within a single administration as well as different forms from one administration to another. These forms differ by containing different items, and therefore one form may be slightly more or less difficult. While test forms are constructed to be similar in content and difficulty as specified in the test blueprint, equating allows tests developers to adjust scores on test forms so that the scores on the forms can be used interchangeably. Equating adjusts for any small differences in difficulty in the forms that may occur. To be able to make accurate comparisons between scores from the forms, it is necessary to equate the forms.

field testing: A test administered to check administration procedures, response patterns, scoring, and reporting. Generally, a field test is more extensive than a pilot test.

formative assessment: A formative assessment is an evaluation tool used to guide and monitor the progress of student learning during instruction. Its purpose is to provide continuous feedback to both the student and the teacher concerning learning successes and progress toward mastery. Formative assessments diagnose skill and knowledge gaps, measure progress, and evaluate instruction. They are not intended as “practice tests” in advance of large-scale, state-mandated assessments. Teachers use formative assessments to determine what concepts require more teaching and what teaching techniques require modification. Educators use results of these assessments to improve student performance. Formative assessments would not necessarily be used for grading purposes. Examples include (but are not limited to): pre/post-tests, curriculum-based measures (CBM), portfolios benchmark assessments, quizzes, teacher observations, student self-checklists, teacher/student conferencing, and teacher commentary and feedback.

GTID: Georgia Testing Identifier or GTID is a unique number assigned to each student in the state to link the student’s performances on various tests.

invalidation (IV): Testing anomaly that warrants nullifying scores.

irregularity (IR): Testing anomaly that warrants a report and coding, but test scores stand. An invalidation may be necessary following the review of a reported irregularity.

item analysis: The process of evaluating individual test items to assure their quality with respect to certain characteristics. Item analysis involves determining such factors as the difficulty value and

discriminating power of the item. All such characteristics are then used to judge the overall quality of the item.

item banks: Collections of assessment items. Generally, these are used for constructing tests that measure selected learning objectives. With sufficient numbers of items, multiple test forms that assess the same objectives can be constructed.

language assessment: Under ESSA, an English language assessment must be given annually to all English Learners to measure proficiency. The test must measure competence in both social and academic language.

language proficiency: Competence in the areas of listening, speaking, reading, writing, and comprehension.

language proficiency assessment: An assessment of an English learners (1) progress in the acquisition of the English language in the areas of listening, speaking, reading, and writing and (2) attainment of a prescribed level of performance in listening, speaking, reading and writing to enable a student to communicate independently in both social and academic settings.

norm group: The sample of students to whom a test has been given to estimate how well the student population, in general, would perform on the measure. A norm group should be as representative as possible of the variation expected within the general population. Key dimensions to be represented in a norm group include ethnicity, socioeconomic status, size of school system, location of system (urban, rural, or suburban), public vs. nonpublic schools, and geographical regions of the country.

norm-referenced test (NRT): A test that is designed to provide information on how well a student performs in comparison to other students. The scores on a norm-referenced test have meaning in terms of their relation to the scores made by an external reference group (see norm group.)

norm tables: Tables presented in test handbooks or available from test publishers that show the relationship of different types of scores to one another (e.g. raw scores to percentiles). Tables are usually provided for each test level and time of testing (norm dates) as well as by grade level of the student tested.

normal curve equivalent (NCE): A measurement scale that ranges from 1 to 99, with units equal in size across the score range. The equivalence of units makes it possible to average scores across groups and aggregate results across the tests, assuming the tests measure the same construct and meet other psychometric criteria.

p value: An index which signifies the percentage of examinees that answered a test item correctly.

participation invalidation (PIV): Testing anomaly, usually related to an ineligible conditional accommodation, that warrants nullifying scores.

percentile rank: An indication of a student's standing in comparison with all students in the norm group who took the same test. Percentile ranks range from a low of 1 to a high of 99. A percentile rank stands for the percentage of students who obtained scores equal to or less than a given score.

pilot testing: A test given to a representative sample of students to check specific aspects of the test such as items, instructions, response formats, etc.

portfolio: A compilation of evidence, including original student work and supporting information, which documents, measures, and reflects student performance and progress in standards-based knowledge and skills over time.

present, test not attempted (PTNA): A coding used for instances in which a student was present for testing and provided the opportunity to do so but was unable to test. A parental/student refusal to take a state assessment is not an allowable use of PTNA.

raw score: The number of test items answered correctly by a student. Because different tests have different numbers and types of items, raw scores cannot be compared from one test to another.

reliability: The extent to which a test can be depended upon to provide consistent information. Reliability is usually reported as a correlation coefficient, with the closer the coefficient to +1.00, the higher the reliability.

rubric: A set of rules or guidelines used to categorize a student's performance on an assessment task or constructed response item.

scaled score: A score that expresses the results of a test for all forms and levels on a single common scale. Scaled scores provide a uniform interpretation of performance and allow comparisons to be made from year to year with the same test.

scribing: To write/record student responses, in the manner described in this Handbook, on an answer document or online test form as prescribed in an IEP, IAP/504, or EL/TPC.

standard score: A general term referring to any of the several types of "transformed" scores. Raw scores are expressed in terms of standard scores for reasons of convenience, comparability, and ease of interpretation. For example, the raw scores of two tests can be expressed in comparable terms by using standard scores.

standardized (or uniform) assessment procedure: Clearly described assessment procedures for assessment administration.

standard deviation: Standard deviation is a measure of the variability or dispersion of a distribution of scores that represents the average difference between individual scores and the mean. The more the scores cluster around the mean, the smaller the standard deviation.

standard error of measurement: The standard error of measurement is the amount an examinee's observed score (the score the examinee receives on the test) may vary from his or her "true" score, based on the reliability of the test.

standardized test: A test designed with specific psychometric properties which is administered and scored following a prescribed procedure so that resulting scores carry the same meaning.

stanine: A single digit derived score ranging from 1 to 9. Stanine scores follow a normal distribution with a mean of 5 and a standard deviation of 2.

statistical significance: The extent to which findings differ from chance alone. It must be understood that results of statistical analyses are dependent on the number of students tested. The smaller the number of scores analyzed, the larger the difference required for statistical significance. For this reason,

many educators talk about both statistical and ecological (or substantive) significance when referring to test scores.

student growth percentile (SGP): A student growth percentile (SGP) describes the amount of growth a student demonstrates relative to academically similar students from across the state.

summative assessment: A summative assessment is an evaluation tool generally used at the end of an assignment, unit, project, or course. In an educational setting, summative assessments tend to be more formal kinds of assessments (e.g. unit tests, final exams, projects, reports, and state assessments) and are typically used to assign students a course grade or to certify student mastery of intended learning outcomes for the state-adopted content standards.

test specifications: A description of a test often referred to as a blueprint that describes the number of items per content area, item format, item statistics, and scoring procedures.

transcribe: The act of moving student responses, exactly as they were completed by a student, to an online form or answer document as necessitated by an accommodation, damage to an original answer document, or an event/irregularity that renders an original answer document unusable.

validity: The degree to which the intended inferences/interpretations made for test scores are supported and accurate. There are several types of validity:

- **concurrent validity:** the relationship between the test score and an alternate current measure or criterion.
- **construct validity:** the extent to which the test measures a hypothetical construct or trait.
- **content validity:** the extent to which the items on a test are representative of the content the test purports to measure.
- **criterion-related validity:** the relationship between the test score and another criterion. There are two types of criterion related validity.
- **face validity:** the extent to which the test appears to measure what is intended content validity: the extent to which the items on a test are representative of the domain the test intends to measure.
- **predictive validity:** the relationship between the test score and a future criterion.

ACRONYMS

ACT	American College Testing
AP	Advanced Placement
CAT	Computer Adaptive Test
CBA	Curriculum Based Assessment
CR	Constructed Response
EIP	Early Intervention Program
EL	English Learner
EL-M	English Learner – Monitored
EL/TPC	English Learner/Test Participation Committee
EOC	End-of-Course
EOG	End-of-Grade
ER	Extended Response
ESOL	English to Speakers of Other Languages
ESSA	Every Student Succeeds Act
FAPE	Free Appropriate Public Education
FTE	Full-Time Equivalent
GAA	Georgia Alternate Assessment
GaDOE	Georgia Department of Education
GaPSC	Georgia Professional Standards Commission
GKIDS	Georgia Kindergarten Inventory of Developing Skills
GSE	Georgia Standards of Excellence
GTID	Georgia Test Identification (Number)
IAP	Individual Accommodation Plan
IB	International Baccalaureate

IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
LEA	Local Education Agency
LUA	Local Unit of Administration (local school districts)
NAEP	National Assessment of Educational Progress
NRT	Norm-Referenced Test
O.C.G.A.	Official Code of Georgia Annotated
PSAT	Preliminary SAT
REBW	Reading and Evidence-Based Writing
QBE	Quality Basic Education
RTI	Response to Intervention
SAT	Scholastic Aptitude Test
SchTC	School Test Coordinator
SEA	State Education Agency
SIS	Student Information System
SRC	State Required Code
SST	Student Support Team
STC	System Test Coordinator
SWD	Students with Disabilities
K W-APT	Kindergarten WIDA ACCESS Placement Test

STATE BOARD OF EDUCATION POLICIES AND RULES

The most current policies and rules below can be found on the GaDOE rules page web site at the following link:

<http://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/Pages/PEABoardRules.aspx>

SBOE Rule Number	Associated O.C.G.A. §	Title
160-3-1-.07	20-2-131 20-2-140 20-2-142 20-2-150(a) 20-2-151 20-2-154(a) 20-2-240(a) 20-2-242 20-2-281 20-2-282 50-18-70	Testing Programs – Student Assessment
160-4-2-.11	20-2-240 20-2-282 20-2-283 20-2-284 20-2-285	Promotion, Placement, and Retention
160-4-2-.13	20-2-240 20-2-281	Statewide Passing Score
160-4-2-.20	20-2-140 through 20-2-142 20-2-151.1 20-2-160	List of State-Funded K-8 Subjects and 9-12 Courses
160-4-2-.31	20-2-151 20-2-152 20-2-240 43-34-21	Hospital/Homebound (HHB) Services
160-4-2-.34	20-2-149.2 20-2-161.3	Dual Enrollment and Move On When Ready
160-4-2-.48	20-2-131 20-2-140 20-2-142 20-2-150(a) 20-2-151(a)(b) 20-2-160 20-2-161.1 20-2-161.2 20-2-281(a)(c)	High School Graduation Requirements for Student Enrolling in the Ninth Grade for the First Time in 2008-09 School Year and Subsequent Years
160-4-5-.02	20-2-156	Language Assistance: Program for English Learners (ELs)
160-4-8-.12	20-2-154.1 20-2-240 20-2-300	Alternative/Non-Traditional Education Programs

SBOE Rule Number	Associated O.C.G.A. §	Title
160-4-9-.07	20-2-161 through 20-2-2063.2 20-2-2065 20-2-240 20-2-2081	Charter Systems
160-5-1-.07	20-2-160 20-2-182 20-2-320 20-2-664 20-2-665 20-2-697 20-2-740	Student Data Collection
160-5-1-.14	20-2-240 20-2-670 49-4A-12 50-18-90 50-18-95	Transfer of Student Records
160-5-1-.15	20-2-159.3 20-2-159.4 20-2-159.5 20-2-240 20-2-281 20-2-690 20-3-519 20-17-2	Awarding Units of Credit and Acceptance of Transfer Credit and/or Grades
160-5-1-.33	20-2-80 through 20-2-84.6 20-4-37	Strategic Waivers and Title 20/No Waivers School Systems
160-7-1-.01	20-14-26 20-14-37 20-14-28 20-14-41	Single Statewide Accountability System

Questions may be referred to the [Policy Division](#) at the GaDOE or directly to the assigned GaDOE Assessment Specialist.

GENERAL ASSESSMENT ADMINISTRATION GUIDANCE

Test Security

- A primary function of the GaDOE is to establish, develop, and implement a state assessment system that fairly, accurately, and with validity measures student achievement related to Georgia's academic content standards (Georgia Standards of Excellence).
- Test security must focus on assessment readiness, monitoring and reporting of testing anomalies, quality of irregularity investigations, and guidelines for working with districts to resolve irregularities and to ensure valid results for all students.
- Specific information and detailed guidelines regarding Test Security are provided in the Test Security section of the *Student Assessment Handbook* (SAH).

System Test Coordinator (STC) Assignment

- Assignment of the role of System Test Coordinator (otherwise known as Assessment Director) must be made by the superintendent of the district or state charter school to the Director of Assessment Administration and include the full name, email address, and primary and secondary telephone numbers, including cell phone, if available.
- The superintendent must notify the security officer of the district or state charter school to assign the role of Assessment Director (districts) or Charter School Administrator (state charter schools) in the MyGaDOE Portal. This assignment allows the STC to receive data files and emails from the GaDOE Assessment Division listserv.
- A role request must be made in the MyGaDOE portal to allow access for the STC to the Testing Irregularity Form (TIF) for approval by the GaDOE Assessment Division. Once approved, the STC will have the ability to enter reports regarding irregularities and potential invalidations related to test administrations. Additional information is provided later in this manual.
- All STCs are expected to participate in all GaDOE training sessions specific to each assessment and including guidance related to assessment policy, test security, administration, and local monitoring. In addition, STCs must become familiar with the *Student Assessment Handbook*, *Accessibility & Accommodations Manual*, and *Assessment Administration Protocol Manual* to ensure assessments are administered properly, under secure conditions, to support valid and reliable assessment results.
- Training and policy documents are posted to the <http://testing.gadoe.org> website under the [For Educators link](#).

Scheduling

- Mandated tests **must** be scheduled in accordance with published GaDOE testing dates.
- The Georgia Assessment and Training Calendar appears on the <http://testing.gadoe.org> webpage under the **For Educators** link.
- State assessments may be administered Monday through Friday only and during a system's/school's normal operating hours. Online testing may be administered only during the times of day that the applicable online testing platform(s) is provided under the terms of GaDOE's contractual agreement(s). Online testing is not available for use on the weekends.
 - Administrations to Hospital/Homebound (HHB) students may be an exception to this guidance if deemed necessary for a student's needs. Should this need arise, the STC must notify GaDOE.
- In scheduling each mandated assessment, schools must adhere to the testing times prescribed in the Test Administration Manuals. Allowing too much or too little time may result in an invalidation.
- Contact a GaDOE Assessment Specialist to discuss circumstances that might warrant deviation from prescribed scheduling guidance. If approved, this will be documented in a Testing Irregularity Form.

- If breaks are allowed, they should be scheduled so that an unhurried pace is maintained. The monitoring of students during an allowed/scheduled break is required.
- When scheduling tests, systems and schools should consider the optimum time to administer the tests. For example, testing immediately after students have had strenuous physical activity should be avoided.
- Each school has the option of deciding whether students will be tested in their classrooms (i.e., where students normally receive instruction) or in a large group setting. The classroom setting is strongly recommended, especially for elementary school students. However, if the large group testing option is selected, all students must be able to hear the test instructions and have sufficient workspace for assessment activities. A sufficient number of proctors must be available to assist with test administration and monitor test security.
- All personnel involved in the administration must be trained; this includes all staff who are involved in the handling of secure test materials. Volunteers should not handle test materials or manage testing logistics but may assist in the administration in other ways.

Test Environment and Requirements for Examiners and Proctors

- Examiners must be certified educators by the Georgia Professional Standards Commission (GaPSC) and must be assisted by proctors, when required.
- It is highly recommended that proctors be system employees; however, it is permissible to allow volunteers to serve as proctors, provided they receive all required training.
- Parents, other relatives, and guardians must not proctor the class or grade level in which their child or a relative is a student.
- Parents who are school employees should not serve as the examiner for their child or a child of a close relative. Further, it is highly advisable that if possible, parents should avoid serving as an examiner or proctor for the grade level(s) of their children.
- One proctor per each grade-3-8 testing location is recommended. At least one proctor must be assigned to a test setting that contains **30 or more students**. Volunteers who do not hold a GaPSC-issued certificate may serve only as proctors and only after being trained for the specific test administration. This person will aid the examiner in distributing and collecting materials, in systematically observing students, and in responding to problems which may arise, particularly in testing younger students. For younger students, a proctor or assistant can help minimize confusion. The presence of a proctor also will assist in protecting the integrity of the testing situation.
- Prior to testing, all proctors should be thoroughly trained on test security and their duties in the testing location (See Test Security for a detailed description of responsibilities). Volunteers (non-employees) who assist in the school should not manage test materials or testing logistics but may assist in the administration in other ways (i.e., front office support, hall monitors, etc.). The exception would be when serving as a proctor and in the testing location only.
- If testing is conducted in self-contained regular education classrooms, it is suggested that the examiner be someone other than the regular classroom teacher assigned to those students. Based on student needs, special education teachers and ESOL teachers may administer tests to their students.
- A system/school may choose to establish testing teams within grade levels, may rotate same-grade teachers for testing purposes, or may use other appropriate certified personnel.
- The Principal, Assistant Principal, and/or designated central office staff must monitor all testing sessions. This is especially necessary when testing is being conducted in multiple locations within a building.
- Seating arrangements should ensure that each student has adequate workspace for all test materials required, with enough space between students to discourage copying and to permit them

to handle materials comfortably. Measures should be taken so that students may not see adjacent computer screens to avoid the possibility of, or temptation, to cheat.

- The rooms should be well lit and have adequate ventilation, a comfortable temperature, and freedom from interruption. Rooms should not be located near noisy areas, such as band rooms or play areas. A “Testing – Please Be Quiet” sign should be posted.

Pre-Administration Preparation

- The most current information for any test administration will be provided through the applicable pre- and/or mid-administration webinar(s) at least two weeks prior to the date of the test.
- Necessary supplies and materials should be prepared for testing. These include test tickets, test booklets, answer documents, practice materials (if provided), instructions, pencils, scratch paper/graph paper, (per guidance from manuals), a clock or stopwatch for any timed tests, and extra calculators (as needed).
- Accurate student, teacher, and class information should be uploaded to the online testing system for each administration.
- The STC should create and/or verify system and school level users for each online testing system.
- Refer to Test Administration Manuals for the supplies and materials needed for testing.
- Online testing administrations must include the completion of all technology and student online readiness checks prior to administration and as prescribed by GaDOE.
- For most of the state assessment programs, GaDOE will post Test Administration Manuals to the GaDOE website (<http://testing.gadoe.org>) in advance of testing. While these are copyrighted materials, they may be saved and reproduced unaltered as needed for local training, preparation, and administration purposes. These manuals should be treated like secure materials in that they must be disposed of as prescribed following the end of test administration. Unless specifically written for multiple administrations, manuals must not be retained for future use as subsequent versions may contain important changes that apply to future test administrations.
- The School Test Coordinator (SchTC) must count ALL test materials before disseminating to examiners. Examiners must verify counts and sign for materials before testing begins. At the end of each test session, the examiner must account for ALL test materials before dismissing students. The SchTC must count ALL test materials as Examiners check in the materials at the end of each test session for each day of testing.
- Prior to testing, plan to provide activities for students who complete their testing early.

During Test Administration

- In the interest of test security, restroom visits should be monitored appropriately. Teachers will want to be certain that students, especially younger children, have an opportunity to go to the restroom before the test begins. There should also be ample planned and monitored breaks in the testing schedule. These breaks must be consistent with the administration procedures for each test.
- **Given that the health and dignity of students should never be jeopardized, schools must have a plan in place for students who become ill or have some other type of emergency during test administration.** If an urgent health/restroom related need develops, the time should be recorded, materials secured, and the student may be escorted to the restroom/clinic. If the event is of a short duration, the student may return to testing and receive the time lost due to their need to exit the test setting. This should be documented by the school and reported to the System Test Coordinator but does not have to be reported to the GaDOE as a testing irregularity. If the event becomes protracted and/or the student is unable to return to a test session, report this event as a Testing Interruption irregularity in the MyGaDOE Portal. In a makeup test administration, the student may reenter and complete the in-progress section within the time remaining from the original test session. The student should not be allowed to alter any existing responses.

- Test coordinators should use online test administration tools to monitor proper administration of testing on district schedules, verify that accommodations are assigned appropriately, and testing occurs with minimal technical disruptions.
- Monitor students so that student responses are recorded correctly in the online program.
- Organize and monitor available estimated time allowances for testing sessions. Students should attempt to pace themselves during testing by working quickly while maintaining accuracy. They should be aware of the time allocated for the test, as well as the number of items on the test, but should avoid clock watching. Test anxiety may increase if students are overly concerned about the time and glance at a watch or clock too frequently.
- Encourage students to read all questions and answer choices. Teachers should instruct students to be certain they have read all choices before selecting an answer and may encourage students to review and check answers, if time allows.
- Schools must maintain lists that indicate the name of the Examiner and/or Proctors, if applicable, with the associated class or students assessed by that Examiner and/or Proctor.
- Test Administration Manuals must be reviewed for additional guidance specific to the assessment.

Homebound/Hospitalized Students

The goal of a school system with homebound students requiring state assessments is to provide an administration of the test that, as closely as possible, approximates the administration that is being conducted at the student's home or FTE enrolled school.

If the student will be tested at home or in the hospital, the examiner should administer the test at the same time (if possible) and must use the same administration procedures being used in the school. The examiner must be a certified educator who has been trained to administer the test.

To ensure test security, examiners must check out assessment equipment and materials from the SchTC/STC, administer the test on the designated date, and return materials to the SchTC/STC at the conclusion of testing **each** day. Test materials and equipment should not be checked out overnight. To do so, is considered a breach of test security. Test administration manuals and all related materials must be returned to the SchTC/STC immediately following the assessment.

Online testing that is conducted in this manner must take place using equipment owned by the local system/school. The security of the network used to administer the test must be confirmed by the STC or appropriate system-level technology personnel prior to testing. The equipment used, and all other related materials, must be returned to the SchTC/STC at the conclusion of testing **each** day.

Makeup Sessions

The system testing schedule, including make-up dates, **must** be established within the range of the state's testing dates for each assessment program. The SchTC should follow appropriate test administration procedures when scheduling make-up sessions. **While local systems may choose whether to publish make-up dates, all systems must designate make-up days within their local testing window(s).**

Makeup tests are intended for students who are unavoidably and unexpectedly absent on the regularly scheduled testing day(s). Makeup tests are not intended to accommodate students whose activities conflict with local testing dates or student/family preferences or instances where a parent withdraws a student during a test session. The student may not make up the section during which the withdrawal occurred.

School-sponsored activities that would require students to be away from school (e.g. field trips) must be scheduled so that they do not occur within the local testing window. School and district-level planners must review state and local testing calendars well in advance of booking events to ensure there is no conflict with assigned testing dates.

On a case-by-case basis and if conditions allow, GaDOE may assist local systems in scheduling make-up days, within the state window, that stem from events for which the local system has no control over scheduling (such as events sponsored by national or state-wide entities). This would include events whose participants are not determined until after the local system's testing calendar is established and the testing window open (e.g. competitive events and honors). Additionally, and on a case-by-case basis and where conditions allow, GaDOE may assist systems in a similar way with students who experience a medical emergency that may prevent them from testing on a designated date(s). However, GaDOE cannot extend the state window for such cases.

If a student is or remains absent through the scheduled testing dates, he/she must wait until the next scheduled administration. If the system believes that there are extenuating circumstances that merit consideration, please contact the Assessment Administration Division of the GaDOE.

Unexpected Event Contingency Plan

In any unexpected situation, educators must first act to assure the safety of all children and adults and to protect property from damage. Beyond that, and to the greatest extent possible, the integrity of the test being administered is to be maintained. It is possible that testing may be resumed during the same day or on a subsequent day without compromising the integrity of the assessment. Any interruption that is protracted or involves a large number of students must be reported as a Testing Interruption irregularity in the MyGaDOE Portal for review by the GaDOE.

In the event of widespread school closures across the state, the following plan should be followed:

- Guidance will be monitored at the state and local levels to determine risk and formally to report to superintendents through the offices of the Governor and/or the State Superintendent. Ongoing guidance will be provided by the Governor's office and the State Superintendent's office for the duration of the emergency incident.
 - Information provided by GaDOE Assessment and Accountability will be reviewed and cleared through the State Superintendent's office prior to delivery to districts to ensure accurate and consistent messaging.
 - Any waiver requests to the United States Department of Education (US ED) will be submitted by the State Superintendent's office, if needed.
- **Vendor Notification:** Vendors are notified by the GaDOE of any statewide or regional testing interruptions for any reason. GaDOE works directly with the GaDOE IT Department and local districts in providing guidance for resuming the student assessment windows, when possible.
- **District Notification:** The STC and/or other identified district leader notifies the GaDOE assigned Assessment Specialist of the scope of the event and impact to students. GaDOE Assessment Specialists will determine a course of action that includes contact with the assessment vendor, and to create a customer service action plan, if possible. In the event of statewide school closures, notification and communication will be provided through the Governor's Office and/or the State Superintendent's Office directly to district superintendents. The Governor's Office and State Superintendent's Office will maintain contact with appropriate public resources related to monitoring school closures and supportive of the safety and wellbeing of students and staff.

- **GaDOE Notification:** GaDOE Assessment Specialists monitor test session activity for assigned districts. STCs are contacted by the assigned GaDOE Assessment Specialists on a case-by-case basis to determine probable cause and impact to the student assessment experience. Action plans will include resources necessary to complete testing in a manner that maintains valid and reliable student assessment results, when and if testing may be resumed.

Many of Georgia's state assessments are administered through online or web-based platforms. In the event of a widespread internet or power outage, information may be transferred based on district/school reporting, GaDOE reporting, and/or vendor notification of a failure.

In the event of a widespread internet or power outage, the following plan should be followed:

1. Known or anticipated weather events should be monitored at both the local and state levels to determine risk. District-level outages must be reported to the GaDOE by the STC. GaDOE Assessment Specialists will contact assigned districts and state charter schools to determine if there are needs prior to anticipated events where possible. GaDOE Assessment Specialists will notify the Director of Assessment Administration of these events. The Director will contact GaDOE Information Technology (IT) Department and the assessment vendor to determine scope of the event, impact to students, and planned potential statewide actions.
2. Statewide testing interruptions/events follow a similar protocol to include:
 - **Vendor Notification:** Vendors are expected to contact the GaDOE of any statewide or regional testing interruptions due to online platform or assessment instability for any reason. A root cause analysis is required from the vendor to identify issues causing the interruption and to provide a timeline for correction or to itemize corrective action to reinstate the student assessment administration. GaDOE works directly with the GaDOE IT Department and local districts in providing guidance for resuming the student assessment windows.
 - **District Notification:** The STC and/or other identified district leader notifies the GaDOE assigned Assessment Specialist of the scope of the event and impact to students. GaDOE Assessment Specialists will determine a course of action that includes contact with the assessment vendor, and to create a customer service and technology problem-solving action plan. GaDOE works directly with the GaDOE IT Department and local districts in providing guidance for resuming student testing within the district.
 - **GaDOE Notification:** GaDOE Assessment Specialists monitor test session activity for assigned districts. STCs are contacted by the assigned GaDOE Assessment Specialists on a case-by-case basis to determine probable cause and impact to the student assessment experience. Action plans will include resources necessary to complete testing in a manner that maintains valid and reliable student assessment results.

In all cases, GaDOE works closely with STCs, assessment vendors, and the GaDOE IT Department to provide guidance and resolve all issues in a timely manner to maximize the student assessment experience. Secure materials should be inventoried per normal processes and verified prior to resuming testing. Examiners must verify that students resume testing with the correct materials. The Examiner should take note of remaining test time to ensure students have the allotted time to complete the testing session upon resuming the assessment. Testing interruptions are determined an irregularity when events become one of a lengthy duration and must be documented in the MyGaDOE Portal for review by the GaDOE.

Dealing with Emergency/Unexpected Situations

In any unexpected situation, educators must first act to assure the safety of all children and adults, and to protect property from damage. While test security is critical and must be maintained as much as possible, student safety is always the priority.

Unplanned fire drill/bomb threats: Emergency drills should not be scheduled during a testing administration window; however, should an unplanned event occur, students should not take the test materials outside and should not be permitted to talk about testing during the event. Test materials should be kept secure (lock door when students have evacuated the room/building). If the school's safety plan permits for the testing group(s) to be kept together and under direct supervision, please do so. The Examiner should take note of the time of the evacuation, if possible, to ensure students have the allotted time to complete the testing session upon return. When students and Examiners are cleared to reenter the building safely, testing should resume as quickly as possible, allowing students the remainder of the allotted time to finish the test. Should the event become one of a lengthy duration, and once all considerations relative to student safety have passed, contact GaDOE for further direction regarding plans to resume testing. Materials should be inventoried per normal processes and verified prior to resuming testing. Examiners need to make certain that students resume testing with the correct materials. In all cases student and staff safety is always the priority.

Sudden or severe weather event: Districts should always monitor the weather during their local testing windows. Be mindful that online testing can be particularly vulnerable to severe weather due to the possibility of power/Internet disruptions. If it is feasible and safe to monitor weather conditions and continue testing, that is permissible. In the event weather causes an immediate need to stop testing, then students should not take the test materials outside of the classroom and should not be permitted to talk about testing during the event. Test materials should be kept secure (lock door when students have evacuated the room for designated safe areas). The Examiner should take note of the time, if possible, to ensure students have the allotted time to complete the testing session upon return. When students and Examiners are cleared to reenter the test setting safely, testing should resume as quickly as possible, allowing students the remainder of the allotted time to finish the test. Should the event become one of a lengthy duration, once all considerations relative to student and staff safety have passed, contact GaDOE for further direction regarding plans to resume testing. Materials should be inventoried per normal processes and verified prior to resuming testing. Examiners need to make certain that students resume testing with the correct materials.

Security Lockdown: Security drills should be avoided during the test administration window, if possible. If an event is known to be a drill, and it is deemed feasible and proper to continue testing, that is permissible – though it may not be optimal. The need for a successful drill supersedes testing during the period of the drill. Ideally, of course, drills should not be conducted during testing if possible. Should conditions merit the suspension of testing, test materials should be kept secure within the test setting until the lockdown has been lifted and all students and staff are safe. Student and staff safety protocols should NOT be violated for the purposes of materials collection. Safety is the first priority. Students should not be permitted to talk about testing during the event. The Examiner should note the time of the event, if possible, to allow students the ability to complete the testing session when all is clear, with the allotted time. Testing should be resumed as quickly as possible, if appropriate, allowing students the remainder of the allotted time to finish the test. Should the event become one of a lengthy duration, once all considerations relative to student and staff safety have passed, contact GaDOE for further direction regarding plans to resume testing. Materials should be inventoried per normal processes and verified prior to resuming testing. Examiners must ensure that students resume testing with the correct materials.

Power/Internet Outage (Online and Paper/Pencil Testing): Please follow all instructions that address loss of connectivity/power in the online testing manual(s). It may also be necessary to contact the support line for the testing contractor. Students should not be permitted to talk about testing during the period during which testing is suspended. Be sure to note the time of the event so that you can figure out how much time students have to complete the testing session. When you are able to resume testing, do so as quickly as possible, allowing students the remainder of the allotted time to finish the test. Should the event become one of a lengthy duration requiring the suspension of testing for the remainder of the scheduled session or for the day, contact GaDOE for further direction regarding plans to resume testing.

Student becomes ill during the test – Each situation must be considered independently. Remove the ill student from the testing environment as quickly as possible so that their needs can be attended to, and so that the other students are not disrupted. If cleaning the room is necessary to the extent that it will require the relocation of students, the test examiner must collect secure test materials while students transition to a new setting. Students may then be allowed to complete testing once relocated. If relocation is not possible, remove students from the room while the room is cleaned and secure all testing materials (or, if applicable, pause online testing as provided for in the test administration manual). Students should be kept in a location where they cannot discuss the test until the room has been restored. Resume testing as soon as it is feasible, allowing students the remainder of the testing time.

Post-Test Administration

For security purposes, all Test Administration Manuals, test tickets, test booklets, answer documents, and scratch paper/graph paper must be returned to the SchTC, then to the STC immediately after tests have been administered. The Examiner, SchTC and STC must account for all materials.

Specific information related to post-test administration including collecting test materials can be found in the system- and school-level coordinator's manuals that are distributed along with the testing materials. Immediately after testing has been completed, appropriate personnel should perform the following tasks under the supervision of the local school/local system administrative staff.

Some general guidelines:

- At the end of each test session, the examiner must collect ALL test materials and return to the SchTC.
- The SchTC should confirm online test administrations are in the completed status. Students with incomplete test sessions but have recorded student responses will be scored.
- Responses for paper administrations must be transcribed into an online form by certified personnel in the presence of a witness who also holds a GaPSC-issued certificate. An administrator may also be present and may transcribe student responses or serve as the certificated witness. All transcriptions of student responses must be coordinated by the SchTC and a *Validation Form for Transcription of Answer Documents* should be completed by the scribe and witnesses.
- Student test tickets for online assessments should be retained at the system level until final student reports are received and the system confirms receipt of scores for all test participants. The STC can then follow the district's records retention schedule and process for securely destroying student test tickets and other test materials and test records retained by the district.
- The SchTC and STC should collaborate to ensure that any necessary coding for students is completed in the online platform.
- At the close of the local testing window, all materials should be counted and inventoried to account for all secure and non-secure test materials, and then returned to the STC.

- The STC will coordinate returning any secure scorable and non-scorable materials to the testing contractor for scoring, storage, or destruction according to guidelines and published return timelines found in the Test Administration Manuals. STCs are responsible for the timely return of all secure test materials within the published timelines. Secure test materials which are deemed lost must be reported as a testing irregularity in the MyGaDOE Portal and are considered a breach in test security and may result in referral to GaPSC
- Management of non-secure test materials varies among the different assessment programs and specific guidance is found in the coordinator’s manuals.
- If test booklets and answer documents are used for certain students, all answer documents and/or test booklets must be prepared with correct information recorded in the proper manner (e.g., using a pencil to record student responses or student scores) with any labeling affixed per guidance in test administration manuals. All errors in bubbling student identification information must be corrected. Make certain that nothing has been written on the answer documents except in areas designated for recording information. Errors in properly preparing demographic information, coding, and/or labels may result in costs to the district for correction if not managed and corrected within appropriate guidance found in test administration manuals and training sessions.

Transferring Student Test Scores

It is the responsibility of local school systems to ensure that test scores become a part of students’ records as soon as possible after testing, and that such records follow students to their new schools. Grade placement and other decisions may be delayed because test scores are unavailable. A copy of SBOE Rule 160-5-1-.14, TRANSFER OF STUDENT RECORDS can be found on the GaDOE web site.

NOTE: If a student’s records are unavailable or do not show test scores, contact the STC in the student’s previous school system and/or the Principal of the school from which the student is transferring to verify test scores.

Transferring Records for Students with Disabilities, 504 Students, and EL Students

If a student’s special education record, including his/her IEP, IAP, or EL /TPC Plan is unavailable, contact the STC, the system Special Education Director, or ESOL coordinator in the student’s previous school system, or the Principal of the former school to verify placement, testing accommodations, and requirements specified in the IEP, IAP, or EL/TPC Plan. Every effort should be made to receive such information prior to testing any student with special needs.

Dissemination of Test Information

This section of the handbook provides a brief overview of the reporting of assessment results and guidance on retaining test records. For specific types of reports for each testing program, please refer to the specific test program page on the GaDOE’s Testing page: <http://testing.gadoe.org>.

State Dissemination of Scores

Assessment and Accountability works with its various test contractors to produce timely and accurate results. The office has worked to reduce the time between submission of assessment results and availability of initial student rosters/reports. The key factor in quick turn-around-time of results is the obtainment of a representative sample for verifying test calibration and equating and for analyzing test results. Districts should ensure that online test sessions are properly closed/completed, to facilitate timely scoring and reporting. To ensure that results are attributed to the correct student and school, it is crucial that the Pre-ID or student demographic information be accurate.

Test results are reported at the student, school, system, state, and in some cases, class levels. Results for individual students are critical for certain grades and subjects. For this reason, the Assessment Administration Division releases results from many programs through the department's secure portal, MyGaDOE Portal, or through other secure delivery mechanisms. These access points are available to all school systems and provide secure vehicles for the protection and transmission of confidential data inherent in assessment files. *It is incumbent upon school districts to carefully consider who is provided access to these sites and to actively review who from their districts has such access.* The permissions should be reviewed by each district on an ongoing and regular basis. Electronic data and student-level assessment data are made available via roster format or data file format depending on the contractual agreement between the test vendor and GaDOE. Individual student reports, and for some program's other reports, are also made available to districts via printed copy. These reports are shipped directly to school systems in care of the STC at the address provided by the school system. It is critical that school districts apprise the division of any changes in shipping addresses.

Please note that mistakes in test administration that occur in a school or system may result in the local school system being invoiced for the costs incurred to correct any resulting errors in test data/reports. Such errors that may result in costs being borne by the local school system include, but are not limited to:

Coding errors (Examples)

- improper coding of student demographic data
- not correctly coding student information or incorrectly using one student's label for another student, incorrect coding of header sheets, incorrect use of school names, inaccurate/improper grouping of answer documents
- attempting to report student results to programs (such as 6xxx number sites) rather than to schools

Administration Errors (Examples)

- administering the wrong test(s) to the wrong student(s)
- distributing student online test tickets to the wrong student
- failure to transcribe student responses (i.e., for Braille students or other accommodated students) from the test booklet to the online platform

Materials Errors (Examples)

- excessive order of paper materials
- late return of scorable materials/packaging errors
- leaving scorable answer documents in test booklets
- shipping scorable materials with non-scorable materials
- failure to return used or unused nonscorable materials
- inability to account for missing test materials
- return shipments sent to the wrong location/wrong contractor
- failure to properly mark or label scorable test materials according to guidance found in Test Administration Manuals

Reporting Errors (Examples)

- failure to report irregularities in a timely manner

These errors may necessitate custom and/or hand scoring, creation of new student, school, system, or state reports and/or data files. **Errors of this nature may be irreparable and may carry direct impacts upon accountability determinations and other measures. All errors such as these must be reported as a testing irregularity in the MyGaDOE Portal for review by GaDOE Assessment Specialists.**

Accessing Assessment Data Files

Assessment and Accountability's policy for releasing secure data is that such information will be released only to the STC. Requests for data from other personnel in the system (e.g. principals, teachers, parents, etc.) will be directed to the STC.

System-level electronic data files for most assessments are also available to STCs via the MyGaDOE Portal. Some programs may provide this data through another secure access point. This provides a means for local educational staff to analyze the data to meet their unique reporting needs.

The URL for the MyGaDOE Portal is <https://portal.doe.k12.ga.us>. When data are available for download, STCs receive an email message from the MyGaDOE Portal to alert them. After logging on to the MyGaDOE Portal, STCs navigate to the "District Assessments" portlet and save the assessment zip file to their computer. No additional password to extract the reports/data files is necessary.

To have access to these downloadable reports and data files, it is imperative that STCs acquire a login and password that allows them access to the assessment data on the MyGaDOE Portal. Because the assessment information provided on the MyGaDOE Portal is highly confidential, *not all persons who have a MyGaDOE Portal login have access to the assessment data*. STCs should contact their district portal security officer to ensure that the STC has been assigned the proper role in the MyGaDOE Portal for viewing of assessment data, secure emails, and receipt of assessment-related communications. This task should be completed as soon as possible and prior to the start of the testing season. Due to the confidential nature of student information related to this role as well as issues specific to FERPA and student privacy, it is recommended that an annual review of security roles assigned to district personnel in the MyGaDOE Portal be conducted by the security officer for the district.

Questions about the MyGaDOE Portal should be directed to the Help Desk: Email: dticket@doe.k12.ga.us, Phone: 1-800-869-1011.

For more information regarding accessing assessment data files, contact the Assessment Administration Division at 404-656-2668 or 800-634-4106.

Interpreting the Results

Assessment and Accountability provides training for interpreting results. Primarily this training is part of the pre-administration and/or post-administration workshops.

A score interpretation guide is provided for each testing program. These guides are posted on the GaDOE testing web pages. To find the guide for a particular testing program, visit <http://testing.gadoe.org>. Then click on the name of the specific test.

Public Reporting of Statewide Test Results

The Assessment Administration Division works with its contractors to provide high-quality data that are accurate and useful to the public. The Division strives to assure that the release of testing data complies with all state and federal laws, including, but not limited to, the Georgia Open Records Act (O.C.G.A. § 50-18-70), the Federal Educational Rights and Privacy Act (FERPA) and the Elementary and Secondary Act (ESSA).

Test results are reported to the public in stages following a process of data verification:

- State, system, and school data are released via notice from the State School Superintendent.
- Data release dates will be made public no later than the day of the release of the statewide data report. Data will be released on the same day to all parties, including school systems, the media, and the general public.

In addition to these venues of reporting assessment results, both Georgia law and federal law require that states issue “report cards” with results in a parent-friendly format. The GaDOE web site, <http://www.gadoe.org>, links to the Governor’s Office of Student Achievement (GOSA) State Report Card each year. Aggregated and disaggregated results of all state tests can be found on this web site by test, school, system, and state.

Local System Dissemination of Scores

Dissemination of scores including, but not limited to, standardized test score reports and growth score reports, are important components of the mandate that systems inform the public concerning testing. State and federal laws require that each local school system annually inform the citizens residing within its area about the achievement of all enrolled students by school and system. Publishing in the newspaper is one of the best ways to disseminate the information. The use of websites for this purpose has also become helpful for both districts and constituents in recent years.

Media help shape public opinion; therefore, educators need to work closely with media representatives to provide the public with accurate and complete information about schools. An example of going beyond simply reporting results is to provide an explanation of how the results will be used to improve instruction. Putting the results in this context goes beyond the numbers and focuses on the implications for learning, which in turn, emphasizes the purpose for giving the assessments — to promote student learning and improve student achievement.

Rescore Requests

Rescores may be requested by STCs for the following Georgia assessment programs: Georgia Milestones, Georgia Alternate Assessment (GAA 2.0), and ACCESS for ELLs. Systems may receive requests from their schools and/or parents/guardians. Such requests must be reviewed and, if approved locally, submitted to GaDOE by the STC via the MyGaDOE Portal’s online Rescore Request Form. Fees do apply; though fees are not charged if a student score changes as the result of a rescore request. Districts will be invoiced for this service. The decision to charge parents for such requests, where applicable, is a local one. Contact the Assessment Administration Division for information relative to fees.

Retention of the Files of Test Results and Student Remediation Files

Many questions arise about how long test results must be retained. The document *Retention Schedule for Local Government Records* defines test files and specifies the retention schedule for school test score reports. To access the link, please copy and paste it into your Internet browser address line. The link below provides a searchable engine. Searching for “standardized test records” will assist in finding the information that is typically of interest for those that work with such records.

http://www.georgiaarchives.org/records/local_government/

This information implies that any criterion-referenced reports containing summary data for schools or systems are retained 10 years. Reports such as class lists, achievement rosters, diagnostic summaries, etc., fall into the four-year category. Reports that extend beyond the retention dates may be destroyed. Individual student reports may be destroyed if there are records of scores in the student’s permanent record (e.g. labels).

Online test tickets may be maintained securely until scores are received for students. Districts should securely destroy tickets once it is confirmed that all students have received scores and that there are no outstanding irregularities surrounding online test administrations. Districts/Schools should retain student sign-in sheets, security checklists/test booklet distribution logs, and documentation of testing anomalies for a minimum of four years.

For more information about results and records, contact the Assessment Administration Division at 404-656-2668 or 800-634-4106.

TEST SECURITY

Security and Accountability

Introduction

A primary function of the GaDOE is to establish, develop, and implement a state assessment system that fairly, accurately, and with validity measures student achievement related to Georgia's academic content standards (Georgia Standards of Excellence). Appropriate testing practices are not always universally understood, leading to test irregularities. Good testing practices are sometimes violated because the individual involved is not informed about what is appropriate for a standardized assessment administration. The material contained in this section is intended to provide guidance and information related to the ethical, fair, and appropriate administration of state assessments.

STCs are expected to review the *Student Assessment Handbook*, the *Administration Protocol Manual*, and the *Accessibility & Accommodations Manual* for guidance regarding issues of test security, test administration irregularities, and potential invalidation of student assessments. These manuals are available on the Testing/Assessment webpage (<http://testing.gadoe.org>).

Security Breaches

Security breaches are actions during test administration that gives a student an unfair advantage or compromises the secure administration of the assessment. Any action that compromises test security or leads to the invalidation of an individual student's or a group of students' test scores will be viewed by the GaDOE as an inappropriate use or handling of tests and will be treated as such. Below are guidelines to assist system personnel in determining which activities might compromise test security or score validity. The guidelines apply, where applicable, to both online and paper test administrations and environments. Please note that this list is not exhaustive and includes acts that could be committed by staff and/or students. Any concern regarding test security must be reported to GaDOE immediately. Assessment Administration Division staff members are available to help system personnel develop and implement appropriate test security procedures.

It is a breach of test security if anyone performs any of the following:

Examples related to Examiners/Proctors include but are not limited to:

- coaches the examinees during testing, or alters or interferes with examinees' responses in any way
- gives examinees access to test questions or prompts prior to testing
- copies, reproduces, or uses in any manner (including social media sites, texting, and/or email) inconsistent with test security regulations all or any portion of secure online testing forms, test tickets, passwords, or test booklets
- makes answers available to examinees
- reads, reviews, notates, photographs, shares, transmits test items whether online or paper, before, during (unless specified in the IEP, IAP, or EL/TPC), or after testing
- questions students about test content after the test administration
- erases, marks answers, or alters responses on an answer document or within an online test form
- participates in, directs, aids, counsels, assists, encourages, or fails to report any of these prohibited acts

Examples related to STC, SchTC, Examiners, or Proctors include but are not limited to:

- fails to follow security regulations for distribution and return of secure test materials as directed, or fails to account for all secure test materials before, during, and after testing (NOTE: lost test

booklets or other lost secure assessment materials in any assessment program constitute a breach of test security and will result in a referral to Georgia Professional Standards Commission [GaPSC])

- uses or handles secure test booklets, formula sheets, answer documents, online test tickets, logins, passwords, and/or test forms for any purpose other than examination
- fails to follow administration directions from the Test Administration Manual including an exact word-for-word reading of the Examiner's script
- fails to properly secure and safeguard pass codes/usernames found on test tickets necessary for online test administration
- participates in, directs, aids, counsels, assists, encourages, or fails to report any of these prohibited acts

Failure to safeguard test materials or to comply with test administration procedures could adversely affect an individual's certification status. Such incidents must be reported to the GaDOE and may be referred to the Educators Ethics Division of the GaPSC as failure to adhere to established policies and procedures. Under no circumstances may any tests be reproduced or duplicated for individual or group use unless authorized by GaDOE. Failure to comply with the U.S. Copyright Laws protecting these materials could result in legal action. Any instance of violation of copyright laws must be reported immediately to the GaDOE.

Testing Irregularities

Deviation from standard test administration procedures or test security protocols is considered a testing irregularity. Security breaches and testing irregularities can have long-reaching impact on students, schools, and systems, as well as upon any personnel who might be responsible for causing or contributing to any circumstance leading to a testing irregularity. It is the responsibility of all personnel in the local system to follow protocol as they become aware of testing irregularities.

Any testing irregularity must be addressed immediately. The Examiner should contact the SchTC if there are any disruptions in testing sessions or if cheating or security violations are suspected. The SchTC, in turn, should notify the System Test Coordinator (STC). The STC is expected to contact a GaDOE Assessment Specialist as soon as possible and report the testing irregularity in the MyGaDOE Portal.

If the SchTC or STC become aware of testing irregularities within the testing window, a GaDOE Assessment Specialist should be contacted immediately to determine if the test session can/should continue. If the decision is made to discontinue the testing process, Assessment Administration Division staff will assist system personnel with re-scheduling and/or re-testing, if appropriate.

If the irregularity is revealed following the scheduled testing window, Assessment Administration Division staff should be contacted to determine if the scores on the affected tests are valid. All reports to the GaDOE should be made by the STC. If the irregularity has a major impact on testing or there is a possible need to invalidate student scores, then the district's assigned Assessment Specialist at the GaDOE should be called. Confirmed incidences of cheating will result in an invalidation of student scores

Irregularities must be coded, documentation completed, and submitted to the Assessment Administration Division. The STC is not required to call for guidance on irregularities concerning common place interruptions (e.g. alarms, sickness, cell phones/texts ringing, power outage, etc.). Once the irregularity code is received from the GaDOE Assessment Specialist, it may be used on future common place irregularities without calling the GaDOE, but the irregularities must be reported in the MyGaDOE Portal. All incidents of secure content posted on public websites and/or social media sites must be reported immediately to the GaDOE Assessment Specialist and reported in the MyGaDOE Portal.

It is possible to handle minor irregularities locally. However, more serious irregularities require a report to the Assessment Administration Division at the GaDOE. Depending on the impact of the irregularity, the GaDOE will instruct the school system to code the anomaly as either a testing irregularity or a test invalidation. The Assessment Administration Division should be contacted as soon as possible if there is a major interruption in testing that impacts a substantial number of students over an extended amount of time.

Student cheating will result in invalidation (i.e., sharing answers, assisting peers during testing, using electronic devices to copy, send, share answers or test information, plagiarism). If there is a suspicion of cheating during testing, the students involved should be moved or redirected, but testing should not be suspended. If after a system investigation it is determined that a student did cheat, GaDOE will authorize invalidating scores. If it is suspected that an Examiner is assisting or coaching students during testing, the Examiner should be removed from testing, and investigation by the system and school administration should occur and the results of the investigation reported to the GaDOE. All reports to the GaDOE should be made by the STC to the Assessment Administration Division and documentation posted to the MyGaDOE Portal.

Occasionally, persons from the general public will contact the Assessment Administration Division with allegations of classroom/school/system testing irregularities. In these cases, the Assessment Administration Division staff will generally contact the STC, asking that person to investigate, determine if possible unethical conduct is involved, make the appropriate report to the GaPSC with a copy to the Assessment Administration Division, and report the incident in the MyGaDOE Portal.

The Assessment Administration Division of the GaDOE will review all reports of irregularities and may advise the local system whether a report of possible unethical conduct should be made to the GaPSC.

Irregularities in Security Procedures include, but are not limited to, the following:

- Examinee was given access to test questions or prompts prior to testing.
- Test Examiner or other personnel copied or reproduced (by any means) secure test materials for personal or distributed use. Test Examiner or other personnel posted or otherwise discussed secure test material and/or test items through social media sites, texting, or other electronic communications.
- Test Examiner or other personnel coached examinee(s) during testing.
- Test Examiner or other personnel altered or interfered with examinee's responses in some way.
- Test Examiner or other personnel made responses available to the examinee.
- Test Examiner or other personnel failed to follow regulations and/or procedures for test security.
- Test Examiner or other personnel used or handled the test materials for a purpose other than test administration (i.e., misuse of test tickets; teacher takes a test home to review; teacher/administrator reads a test booklet after school, etc.).
- School or System missing assigned or unassigned test tickets, test booklets, or answer documents.
- Test Examiner or other personnel presenting actual or cloned test items to students before, during, or after the test session (except released test items or items in the TestPad).
- Test Examiner failed to create an appropriate testing environment.

Irregularities in Test Administration include, but are not limited to, the following:

- Test Examiner or other personnel failed to follow administration directions for the test.
- Examinee's test materials become lost or missing including test tickets, booklets, and/or answer documents.

- Teaching aids are displayed in the testing environment (i.e., a bulletin board containing relevant instructional materials) during testing.
- System or SchTC and/or designated personnel failure to assign and properly correct the accommodations through the online test set-up procedures.
- Test Examiner fails to provide an examinee with a documented accommodation or provides examinee with an accommodation that is not documented and therefore is not appropriate.
- Student disruptions for any reason.
- Personnel or student verbal, written, and/or electronic- communication regarding specific test content.

Invalidations related to Student Behavior including, but are not limited to, the following:

- Student attempting to view or copy another student's responses to questions during testing.
- Student assisting peers with answers to questions during testing.
- Student using cell phones, electronic devices, and/or monitors to view, copy, share answers or post secure test information.
- Student involvement in incidents involving cheating and/or plagiarism of content and responses.

Steps for Reporting a Testing Irregularity

SchTC:

- Communicate with the STC about a possible testing irregularity.
- STC will provide guidance to investigate the possible testing irregularity.
- When requested, written narrative statements must be provided by all parties, including students when appropriate, involved in the irregularity.
- Return all documentation to the STC.

STC:

- Collect documentation from School Test Coordinators
- Compile documentation for each incident reported.
- Call the Assessment Specialist in the GaDOE Assessment Administration Division to determine appropriate coding for student answer documents. (Additional information about using the My GaDOE portal to report irregularities will be shared during each pre-administration webinar.)
- Include appropriate information, coding, and documentation in the MyGaDOE Portal.
- The Assessment Administration Division will inform the local district if it is required to report the irregularity to the GaPSC.

Only the GaDOE may invalidate assessments. Additional clarification on the coding of irregularities for the specific testing programs and the use of the surveys on the MyGaDOE Portal will be provided during pre-administration trainings.

Georgia Professional Standards Commission (GaPSC)
Educator Ethics Division
200 Piedmont Ave., West Tower
Suite 1702
Atlanta, Georgia 30334

Georgia Department of Education (GaDOE)
Assessment Administration Division
1554 Twin Towers East
205 Jesse Hill, Jr. Dr. SE
Atlanta, Georgia 30334

Electronic Device/Cell Phone Use on Georgia State-Mandated Assessments

Students are not permitted to use, or to bring into the testing environment any electronic device (with the exception of medical equipment) for any state-mandated assessments (Georgia Milestones, Georgia Alternate Assessment 2.0, ACCESS for ELLS, Alternate ACCESS for ELLS, and NAEP), that could allow them

to view, access, retain, or transmit information (e.g. cell phone, smartphone/watch camera, PDA, or playback device, etc.). Students who use an electronic device for medical purposes (e.g. glucose monitoring, cardiac monitoring) may be allowed access to the device during testing. Improper use of these devices for reasons other than the medical purposes required may result in an invalidation of student scores. The use of an electronic device during test administration should be documented locally and does not need to be reported to the GaDOE. Questions regarding other devices not mentioned may be directed to the assigned GaDOE Assessment Specialist for clarification.

Announcements **must** be made prior to testing that prohibited devices are not allowed in the testing environment and that possession or improper use of such devices during testing may result in disciplinary action in accordance with the system's student code of conduct and/or test invalidation.

Devices such as those mentioned above that are brought into the testing environment must not remain in the student's possession during testing. **Districts and schools must have a plan to collect and secure such devices so that they are not accessible during testing.** In the event a student brings such a device into the testing environment but does not have the device out during testing, the examiner and/or proctor must collect the device if they become aware of its presence and should allow the student to continue testing.

In the event an examiner **confirms** during testing that a student is using a cell phone or electronic device of any kind to access, retain, or share information, the examiner must with minimal disruption:

- collect the device,
- **stop testing that student,**
- remove the student from the testing session, and
- notify the SchTC immediately.

In the event such actions are **suspected, but not yet confirmed**, the examiner must with minimal disruption:

- collect the device and/or move the student, if appropriate,
- **allow the student to complete testing,**
- notify the SchTC immediately, and
- as soon as it is appropriate, attempt to confirm whether the device has been used in violation of the guidelines above.

Simple *possession* of a device (including the ringing of a phone during test administration) may be addressed in keeping with the system's code of conduct and does not require an irregularity report to the GaDOE. However, use of a device for any purpose during a test administration may result in an invalidation.

Specifically, if it is confirmed that the student did use, or intended to use, the device to access information and/or to photograph, post, retain, share, or transmit information/images from any portion of a secure test booklet, an online test form (including log-in/message screens), and/or answer document the test for that student will be invalidated. The SchTC must notify the STC. The STC must contact the Assessment Specialist at the GaDOE and report the incident as an irregularity. The Testing Irregularity Form, with statements, must also be submitted to the GaDOE as soon as possible on the MyGaDOE Portal. Students who view or receive, from another party, messages/posts/texts that contain secure test information may also have their test invalidated if the information received is used by them to gain an advantage. Students and staff are expected to report all instances where they receive electronic information from another person containing secure test content/materials published by the GaDOE.

Local systems should be aware, and may make students aware, that the GaDOE monitors various websites/social media sites in search of instances where individuals may have posted secure test information. GaDOE works with websites/social media sites to identify the source of any such posting that becomes known. Such actions may result in invalidation and disciplinary action in accordance with the system's code of conduct. **Importantly, examiners and proctors must be vigilant regarding test materials, test security, and the risks associated with electronic devices in the testing environment. While this has always been important, it has become increasingly important given the existence of social media and various applications.**

Each electronic device incident will vary and will be handled on an individual basis. Once the information has been evaluated, the GaDOE will determine if the assessment should be invalidated. If necessary, the Assessment Specialist will provide instructions for coding the invalidation. Please make certain that you provide the GaDOE with as much information as possible to allow the Department to determine if the assessment should be invalidated. Many districts have a policy addressing the use of electronic devices. The district should continue to apply and enforce their local discipline or other policies regarding the use of electronic devices. Only the GaDOE will determine if the assessment should be invalidated.

Examiners and proctors must refrain from having phone conversations, sending emails, sending texts, taking photos, posting to social media, etc. during their administration of a test to students and during the time they possess secure materials. Taking photos of and/or notating/sharing/transmitting secure test content is a breach of test security that may result in referral to the GaPSC.

Important: In the event of an emergency/urgent situation, the use of a device to gain assistance/communicate with others is, of course, allowable.

If questions arise, or if any situation occurs that could cause any part of the test administration to be compromised, STCs should contact the Assessment Administration Division at 404-656-2668 or 800-634-4106.

Calculator Allowances and Restrictions Georgia Milestones Assessment System

Systems, schools, and students must adhere to the guidelines provided below. It is incumbent upon System and SchTCs, and Test Examiners, to ensure that all calculator policies are implemented and followed. Given that technology changes rapidly, these guidelines may change at any time. A list of state-approved calculators will not be issued. Calculators may not be shared by students. By design, *calculators are not required* for any Georgia Milestones test item. Instead, calculators are an *allowable tool* for student use as noted below. Georgia Milestones assessments include an embedded on-screen, digital calculator that can be accessed by students for calculator-allowed items according to guidelines found in the SAH and in the test administration manual.

One allowable hand-held calculator is permitted in online or paper testing environments for Georgia Milestones assessments. Districts may elect to allow use of only the online calculator; however, districts must ensure that all schools (and examiners) are consistent across the district. To allow, or not allow, hand-held devices in an online or paper test setting is a **district** decision that should be consistent district wide.

Allowable Calculators for Georgia Milestones:

- Grades 3-5 EOG: No calculators allowed
- Grade 6 EOG: Basic four-function calculator with square root and percentage functions
- Grade 7-8 EOG: Scientific calculator or basic calculator

- Coordinate Algebra EOC: Graphing calculator or scientific calculator
- Algebra I EOC: Graphing calculator or scientific calculator

The following devices/features are **NOT** allowed:

- For basic and scientific calculators, devices that store text and/or that have QWERTY keyboards or typewriter-like keyboards
- Calculators that have programs stored in the memory other than those that are factory installed
- No cell phones, personal laptops, minicomputers, pocket organizers, iPods, and personal tablets
- Calculators with beaming capabilities
- Calculators with wireless communication technologies and/or Internet access
- Calculators with built in Computer Algebra System (CAS) – including those that allow CAS to be disabled
- Calculators that make noise, have paper tape, or that have voice (*)

(*) Does not apply to talking calculators for students who may require that functionality per an IEP/IAP.

Calculators are not permissible for Georgia Milestones grades 3 through 5 in either section of the mathematics test. Students assigned the conditional accommodation due to an identified disability in the IEP or IAP for the use of a calculator on the mathematics content assessment must meet the guidelines found in the Allowable Accommodations for Georgia’s Student Assessment Program section of this manual.

In grades 6 through high school, calculators are allowed for students on certain sections of the Georgia Milestones mathematics test. All students may use a calculator on these sections. For the no-calculator subsection of the mathematics tests at these grades, it is not permissible to assign a calculator as an accommodation. **No student may use a calculator on the designated no-calculator subsection in grades 6-high school.** It is not permissible to prescribe use of a calculator as an accommodation for the no-calculator subsection in grades 6-high school. Use of a calculator in the no-calculator subsection may result in invalidation.

All questions regarding calculator usage should be directed to the STC who can then contact the GaDOE Assessment Administration Division, if necessary.

Specific Directions – Graphing Calculators:

Graphing calculators are allowed for student use on the mathematics EOCs only. Given that many models of graphing calculators possess the ability to store text, it is **required** that STCs, SchTCs, and Test Examiners confirm prior to testing and immediately after testing (before dismissing students), and that all graphing calculators are cleared of any stored text. Should it be confirmed that a student either brought information into the test setting, or left the test setting with secure test information, the student’s test will be invalidated. Further, a failure to confirm that text is cleared prior to, and after, testing may raise security concerns with all test administrations within a school, and possibly across the entirety of the local system. Additionally, the SchTC and Test Examiner must ensure that all calculators being used for the assessment have no programs stored in memory other than those that are factory installed. Any non-factory programs or applications must be removed or disabled prior to testing. For specific assistance in effectively preparing calculators for use during testing, please contact the calculator manufacturer.

Please note that Georgia Milestones provides an online graphing calculator, where appropriate, for student use. Any concerns a system may have regarding the requirement to ensure that each device is cleared of text and other non-factory installed programs can be eliminated by testing students online.

Please note that the above provisions and requirements also apply to any other type of calculator, either basic or scientific, where applicable.

Professional Ethics

Standardized testing has become a basic component of accountability for students, teachers, administrators, schools and school systems in Georgia and other states. Communities rely on their schools' standardized test scores to determine the success of their schools and to compare them to other communities. Test scores also have a major impact on the economic future of communities. New industries use test scores as a major factor in selecting locations for new facilities. As a result of federal and state accountability ratings, standardized testing has become important to all states. When tests are properly administered, scored, and interpreted with a high degree of professionalism, all the stakeholders can be guided to make reliable and appropriate decisions. Additional guidance may be found in the *Assessment Administration Protocol Manual* related to issues of professional ethics.

A good testing program provides the following benefits:

- Students, based on their individual test scores, will know which skills and knowledge they have mastered and how they compare to other students.
- Parents can evaluate whether their children are obtaining the skills and knowledge they need to be successful during and after their school experiences.
- Teachers can determine if students have mastered the skills and knowledge needed to advance to the next level and if not which skills and knowledge need improvement.
- Community members can compare local student performance with performances of students in other locations. The community has a measuring stick to determine if schools are making improvements from year to year.

Georgia relies on state-mandated assessments as a key component of the state accountability program as well as using the test results to fulfill federal requirements for educational accountability. For reliable and valid reporting, tests must be administered fairly and ethically. In the pursuit of fair and ethical testing for all stakeholders of Georgia, the following areas shall be addressed before, during, and after testing:

- Test Security – Test materials shall be secured before, during, and after testing and scoring to ensure fair assessment of all students.
- Test Preparation – The test should reflect the state-adopted content standards being taught and should be developmentally appropriate for the age and level of the test-taker. Students should be familiar with test-preparation skills including the ability to use online testing tools. Educators should be trained on proper administration procedures and testing practices. Tests should be administered in the appropriate environment.
- Test Administration – Policies and procedures should be developed to implement fair and ethical testing procedures and practices. All eligible students should be assessed. Tests are used for their intended purposes.
- Test Data – Test scoring should be reliable and valid. Test data interpretation shall be appropriately given to stakeholders. Curriculum improvement should be guided by adequate data analyses.

Georgia Student Assessment Program Responsibilities

Superintendent – The Superintendent has ultimate responsibility and accountability for all testing activities within the local school system.

- Develops local policies and procedures based on GaDOE guidelines and test publisher’s directions to maintain test security.
- Supervises and monitors STCs and Principals to ensure that they fulfill their specific roles and responsibilities for the administration of tests.
- Ensures that all personnel involved with testing receive training on appropriate test administration, policies, and procedures including accommodations for each assessment given.
- Informs the local Board of Education, GaDOE, and GaPSC of any breach of security by employees of the system.
- Completes the Superintendent’s Certification Form no later than January 31 and July 31 of each year.

Principal – The Principal has ultimate responsibility and accountability for all testing activities within the local school.

- Ensures test security within the school building.
- Supervises and monitors the SchTC to ensure that they fulfill their specific roles and responsibilities for the administration of tests within the school.
- Ensures distribution of test materials occurs immediately prior to test administration.
- Supervises all testing activities.
- Ensures that all school personnel have been appropriately trained on test administration, procedures, and policies, including accommodations for each assessment given.
- Ensures that accommodations have been given to only those students who appropriately need accommodations and have documentation of such need.
- Implements system’s testing policies and procedures and establishes needed local school policies and procedures to ensure all students are tested fairly and appropriately.
- Reports immediately any breach of security to the Superintendent.
- Completes the Principal’s Certification Form following each test administration.

GaPSC Code of Ethics for Educators (505-6-.01)

The GaPSC adopted an updated **CODE OF ETHICS FOR EDUCATORS (505-6-.01)** effective 2015. The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as the guide to ethical conduct. While the entire Code of Ethics for Educators is critical, the following standard addresses testing specifically:

Standard 10: Testing – An educator shall administer state-mandated assessments fairly and ethically.

Unethical conduct includes but is not limited to:

- 1. committing any act that breaches Test Security; and***
- 2. compromising the integrity of the assessment.***

The following portion of the Code of Ethics for Educators addresses reporting requirements and disciplinary actions that may apply to the assessment and accountability process for the testing program:

Reporting: Educators are required to report a breach of one or more of the Standards in the Code of Ethics for Educators as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. Educators should be aware of legal requirements and local policies and procedures for reporting

unethical conduct. Complaints filed with the GaPSC must be in writing and must be signed by the complainant (parent, educator, or other LUA/school district employee, etc.).

Disciplinary Action: The GaPSC is authorized to suspend, revoke, or deny certificates, to issue a reprimand or warning, or to monitor the educator's conduct and performance after an investigation is held and notice and opportunity for a hearing are provided to the certificate holder. Any of the following grounds shall be considered cause for disciplinary action against the holder of a certificate:

- 1. Unethical conduct as outlined in The Code of Ethics for Educators, Standards 1-11 (GaPSC Rule 505-6-.01);*
- 2. Disciplinary action against a certificate in another state on grounds consistent with those specified in the Code of Ethics for Educators, Standards 1-11 (GaPSC Rule 505-6-.01);*
- 3. Order from a court or a request from Department of Human Resources that the certificate should be suspended or the application for certification should be denied for non-payment of child support (O.C.G.A § 19-6-28.1 and § 19-11-9-.3);*
- 4. Notification from the Georgia Higher Education Assistance Corporation that the educator is in default and not in satisfactory repayment status on a student loan guaranteed by the Georgia Higher Education Assistance corporation (O.C.G.A. § 20-3-295);*
- 5. Suspension or revocation of any professional license or certificate;*
- 6. Violation of any other laws and rules applicable to the profession; and*
- 7. Any other good and sufficient cause that renders an educator unfit for employment as an educator.*

An individual whose certificate has been revoked, denied, or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher or in any other position during the period of his or her revocation, suspension or denial for a violation of The Code of Ethics. The superintendent and the educator designated by the superintendent/Local Board of Education shall be responsible for assuring that an individual whose certificate has been revoked, denied, or suspended is not employed or serving in any capacity in their district. Both the superintendent and the superintendent's designee must hold GaPSC certification. Should the superintendent's certificate be revoked, suspended, or denied, the Board of Education shall be responsible for assuring that the superintendent whose certificate has been revoked, suspended, or denied is not employed or serving in any capacity in their district.

The Code of Ethics for Educators can be found at this link:

<http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>

Distribution and Storage of Secure Test Materials

All secure test materials (including test tickets, test booklets, and answer documents) while not in use must be stored in a locked central location with limited key access. According to guidance provided for each assessment, manuals may be considered secure. In the event guidance specifically identifies a manual as secure, then the STC is responsible for inventorying, distributing, and collecting manuals in a secure manner as indicated in GaDOE training and coordinator's manual. Materials for online and paper/pencil administrations are distributed to each school system two to three weeks prior to the test dates depending upon the assessment. Test tickets for online testing are also available in advance of a local districts' testing window. Manuals for most assessment programs are posted in PDF format on the GaDOE website (<http://testing.gadoe.org>) prior to testing. Posted manuals do not contain secure test content and may be checked out to Examiners for review. Digital copies should be deleted, and paper copies destroyed at the close of testing. Each school system must implement an accounting system for distributing and collecting all testing materials, secure and unsecure, at both the system and school level for each test administration. The Superintendent and STC are responsible for test security.

The SchTC and School Principal, in cooperation with the STC, are responsible for test storage and security once online test tickets are printed and once the test booklets, scratch paper/graph paper, and answer documents (where applicable) are distributed to schools. If test booklets and answer documents are needed, these materials should be distributed to schools by grade and for the exact number of students (with a small surplus for emergencies). The STC should then distribute test materials to the SchTC allowing an appropriate amount of time before testing is to begin. Prior to testing, teacher orientations, test security training, and/or workshops must be conducted.

All online or paper/pencil test materials must be stored in a secure locked location with restricted access when not in use. No student, teacher, or other school personnel may have access to test tickets, test booklets, scratch paper/graph paper, or questions prior to testing. Test materials must be returned to the central location (STC) as soon as possible, but no later than three days after all test administration has been completed. The STC must implement an accounting system between the central location and the school, and then back to the central location. The STC will ensure that only appropriate personnel will have access to testing materials. Procedures for disposing of and securing materials are specific to each program. Consult the Test Coordinator's Manual for each test for specific instructions regarding these procedures. Online test tickets should be maintained securely until scores are received for students. Districts should securely destroy tickets once it is confirmed that all students have received scores and that there are no outstanding irregularities associated with students' test administrations. Districts/Schools should retain student sign-in sheets, security checklists/test booklet distribution logs, and documentation of testing anomalies for a minimum of four years.

For the small number of paper test materials that might be needed for testing due to a student's documented disability on an IEP or IAP/504, a documented line of possession must be established among the system, school, and testing location. These materials should be removed from secure storage only for test administration, transcription, or transport between secure storage locations. Secure paper materials, both scorable and nonscorable should be return to the testing program's contractor at the close of the local testing window according to guidance in the test coordinator's manual.

TEST SECURITY INFORMATION FOR SCHOOL TEST COORDINATORS/EXAMINERS/PROCTORS

This section on security includes information that applies to test coordinators, examiners, and proctors. This information is intended to help personnel understand the procedures that test coordinators use to inform them of their responsibilities.

The need to be very careful regarding test security is critical. Test coordinators should be certain that they are aware of their responsibilities and have made everyone who assists them with test administration aware of his/her responsibilities. Staff members who are not involved in testing should also be aware of the school's responsibility for test security. Paraprofessionals, custodial staff, and others in the school who may be in classes during testing or may be in the area where tests are stored, even though they do not have direct access to tests, should be aware of security rules.

Situations may arise which call for unplanned reactions. New questions may arise about what can and what cannot be done in relationship to testing issues. Therefore, test coordinators may have to make decisions on what actions should result. Attempting to analyze each situation by asking the following questions may help to decide the proper action to take:

- Could this possibly give one student an improper or unfair advantage over others?
- Could this possibly give one teacher's class an improper or unfair advantage over others?
- Could this possibly give a student or teacher advance knowledge of the test?
- Could this possibly be considered as teaching a child a small amount of information that is known to be on the test, or is very likely to be on the test, rather than teaching skills and the entire curriculum/standards for the subject area to be tested?
- Could this possibly be considered unethical or a violation of board rule, professional teaching practices, the provisions in the GaDOE *Student Assessment Handbook*, or the instructions in the Examiner's Manual?

If the answer to any of the above was yes, then the action would be improper and should not be taken. This does not mean that teachers should not prepare students for standardized tests. They could have a daily review of skills or concepts that are to be tested. They should also be taught appropriate test-taking skills. Teachers should contact the SchTC for any questions about testing issues. If an answer is not readily available; one will be obtained from the GaDOE by the STC.

The following is a list of items to be considered prior to testing. The list **should not be** considered all-inclusive. Where applicable, the list applies to both online and paper/pencil testing environments. This document is recommended as a training resource prior to test administration.

Must Do:

Participation in Training:

- Be certain that everyone involved in the testing process has been properly trained and informed of responsibilities in the area of test security.
- Provide sign-in sheets and rosters as well as training agendas. Attendance at training must be mandatory and well-documented. Untrained examiners must not be allowed to test.
- All GaPSC certified examiners have been informed of the Code of Ethics for Educators related to testing and the consequences of examiner malpractice.

Test Security:

- Contact the SchTC if any question arises about tests or test security. The school principal must also be made aware of any issues involving testing or test security.

- Follow all local protocols and procedures regarding minimizing risk of testing irregularities and potential invalidations.
- Teachers should notify the SchTC of any problems that occur during testing. SchTCs should immediately notify the principal in writing of any problems and then notify the STC. If necessary, the STC will notify the GaDOE.
- Make certain that everyone involved in testing in any manner is aware of the items in this list and the list below and ensure that everyone involved in testing is aware of professional practices and the consequences of violations.

Handling of Materials:

- Keep all secure testing materials stored in a secure place accessible only by the principal and the test coordinator. The GaDOE recommends that test materials be stored in a locked cabinet in a locked room. If an adequate number of locked cabinets are not available, then test materials are to be stored in a locked room to which only the principal and test coordinator have access. Restricted access should be confirmed prior to receipt of test materials.
- Be certain that all materials issued to persons administering tests are counted carefully when given out and when returned. Keep a daily log of checkout times and return times. If a problem occurs, notify the SchTC immediately.
- Be certain that all persons receiving materials sign a checkout sheet when they receive the materials. This sheet should show date and time.
- Distribute testing materials as close to the actual testing time as possible.
- Make certain that all materials are returned immediately after the testing session. Teachers are responsible for turning them in and coordinators are responsible for verifying that they do.
- Be certain all persons returning materials sign a check-in sheet. This sheet should show date and time.
- Be certain that materials are issued only to GaPSC-certified persons who have been carefully advised of their responsibilities for test security. Only GaPSC-certified staff members who have been trained on the proper management of secure test materials/online test administrations should handle such materials.
- Be certain that the test coordinator, principal, or principal's designee is present when demographic data (name, student number, etc.) is entered on any test booklets or answer documents. This should be done in a central and well supervised location.

Student Preparation:

- Perform all necessary technology readiness checks and online student practice tests in advance of online testing.
- Adhere to calculator and electronic device policies and guidelines.

Test Administration:

- Follow instructions in the test manual exactly. This is very important because manuals change each year. Not doing so can potentially invalidate test scores.
- Take down or cover any content materials displayed in the classroom if the item could provide an advantage to students during the test.
- Adhere to the expectations set forth in the *Student Assessment Handbook*, and by the local system, relative to student possession of electronic devices in the test setting.

- Teachers must collect and turn in to the SchTC any scratch paper/graph paper used during a standardized test and the SchTC should destroy it. Scratch paper/graph paper must not be used for a test if the test directions or Examiners manuals do not allow it.
- Review test tickets to ensure all students requiring testing accommodations have accurately been applied in online testing platforms and/or paper documentation.

Must Not Do:

Test Content:

- Allow anyone to see test forms, including online and paper/pencil forms, for any state-mandated test before they are administered—not even for a brief look regardless of the reason.
- Copy tests or test materials in any way—no photocopies, no handwritten copies, no electronic copies/photos, no notes may be made about/of test content, including secure GAA 2.0 responses.
- Allow anyone else to copy tests, testing materials, or make notes about test content.
- Keep tests or testing materials at the end of the testing session or the assessment window.
- Give students the answer, or any clues to the answer, to any test item.
- Make notes about test content during test administration.
- Use any information about actual test items, regardless of how it is obtained, to help students prepare for the test. Such information may not be shared with anyone for any purpose, including through social media sites and communications. This does not include appropriate sample test items, practice materials, or GaDOE publications such as Test Content Descriptions and Student Study Guides.

Test Administration:

- Enter/disrupt test settings during test administration unless necessitated by an emergency or other important need that is time sensitive.
- During instruction, teach a particular problem or bit of information because it is known to be on the test. (This does not mean that skills and concepts, which are listed in the objectives or on test profiles, should not be emphasized — they should be.)
- Add anything to, or delete anything from, the directions in the test manual. Examiners must read the script found in the Test Administration Manual exactly as written. Deviation from this violates standardized test conditions and may invalidate scores.
- Discuss test items or actual test content with anyone at any time. This does not prohibit discussions about test content descriptions/objectives, test profiles, test results, or test preparation.

Malpractice:

- Select and distribute test materials, test forms, writing prompts, etc. in a manner designed to provide a student/group of students with an advantage over others.
- Alter or interfere with a student's responses.
- Remove secure test materials from their secure storage location for reasons other than the preparation of materials for testing, actual test administration, and the completion of tasks prescribed by test administration manuals or the *Student Assessment Handbook*.

I received a copy of this three-page document (*Test Security Information for School Test Coordinators/Teachers/Examiners*) and understand that I am required to be aware of its contents and to share this information with everyone who assists me with testing.

Name: _____ **Date:** _____

ROLES AND RESPONSIBILITIES

The successful implementation of the statewide student assessment program requires a concerted effort by many individuals at the local level. General responsibilities are described below. More detailed responsibilities are listed on the following pages.

NOTE: The failure of any personnel to assume the responsibilities described herein may result in testing irregularities and/or invalidation of scores. Additionally, failure to assume responsibilities may affect professional certification status.

Superintendent

1. Has ultimate responsibility for all testing activities within the local school system.
2. Designates the STC and notifies the Director of Assessment Administration of any new appointments to this role as they may occur due to changes in personnel or updates to primary or back-up STC positions.
3. Supervises Principals and STC to ensure that they fulfill their specific responsibilities for the administration of tests.
4. Maintains contact with STC to become thoroughly informed of all testing activities.
5. Conducts investigations of reported testing irregularities (e.g. student cheating, unethical professional conduct). Reports unethical professional conduct to the Educator Ethics Division of the GaPSC.
6. Monitors testing activities in the local school system to guarantee compliance with regulations established by the State Board of Education (SBOE) and current legislation.
7. Informs local board members, parents, and other citizens about requirements pertaining to statewide testing.
8. Ensures that appropriate local personnel attend GaDOE workshops concerning state assessment programs.
9. Ensures that the appropriate personnel complete all necessary readiness checks for online testing.
10. Ensures that personnel enforce prescribed calculator, cell phone, and electronic device guidelines.
11. Reviews and returns certification/verification forms to the Office of Assessment and Accountability at the GaDOE by the due dates.
12. Ensures that Principal's Certification Forms are completed after each test administration and retained as required.
13. Approves all special administrations.
14. Informs stakeholders residing within the local system's area concerning the collective achievement of enrolled students by school and system.
15. Ensures that local calendars are planned so that all tests are administered according to the state-published testing calendar.
16. Completes the Superintendent's Certification survey form in the MyGaDOE Portal due January 31 each year for assessments conducted August 1-December 31 as well as July 31 each year for assessments conducted January 1-July 31 each year.

System Test Coordinator (STC)

1. Must be designated by the Superintendent.
2. Acquires and maintains current information on the statewide testing program, including the section for Students with Disabilities and special populations. The STC is expected to be familiar with guidance and information found in the *Student Assessment Handbook*, the *Accessibility & Accommodations Manual*, and the *Assessment Administration Protocol Manual*. In addition, the STC is expected to review all communication through emails, Assessment Updates, and guidance posted

to the Testing/Assessment website (<http://testing.gadoe.org>) including links to the For Educators webpage and testing program sites.

3. Coordinates all test administration activities within the school system including collaboration with the Technology Director and/or technical staff, Special Education Director and/or designated staff, Principals, and SchTCs.
4. Coordinates with System Technology Director or Coordinator for the appropriate implementation of technology-based test administrations including scheduling, training, system and device requirements, and other communications.
5. Serves as liaison between the system and the GaDOE for all test administration activities.
6. Coordinates all training plans related to test administration activities (online and paper), ethical behavior of personnel, and test security for personnel and students.
7. Coordinates with various local system divisions to ensure successful test administrations (Special Education, Technology, Title III, etc.)
8. Assumes responsibility for carrying out the approved plan for administration of all tests.
9. Furnishes all information and submits all forms required by the GaDOE by specified dates.
10. Ensures principals complete the Principal Certification Form for each administration and maintains these forms for five years.
11. Orders special format tests (Braille, large print, advanced reading aids, etc.).
12. Receives test materials from GaDOE at a designated time and place and maintains them in a secure location.
13. Reviews and follows all procedures in all administration manuals and is familiar with administrators' roles and proctors' roles.
14. Ensures that appropriate security provisions and technology readiness checks are in place/ completed relative to online testing environments including, but not limited to, security of logins, test tickets, passcodes, seating arrangements, etc.
15. Adheres to test dates, time schedules, and specified instructions set by the GaDOE and returns all materials to GaDOE and/or its contractors as specified and by the prescribed date(s).
16. Ensures that each test setting (room) is suitable, has an assigned trained examiner, and has the appropriate number of trained proctors.
17. Ensures that prescribed calculator, cell phone, and electronic device guidelines are applied in each school.
18. Accounts for all test materials delivered to the school system and for the disposition of specific materials.
19. Attends statewide testing program meetings/webinars and redelivers to local school coordinators.
20. Arranges schedule for staff to monitor schools during testing sessions.
21. Trains all SchTCs in test security protocols and assessment administration policies and procedures and ensures examiners, proctors, the system Special Education Coordinator (on the administration of the GAA 2.0), the system ESOL Coordinator (on the administration of ACCESS for ELLs/Alternate ACCESS), and any others who have responsibilities related to testing and/or testing materials receive training by appropriate personnel prior to all assessment administrations.
22. Ensures that principals and SchTCs are aware of and follow the protocols/procedures prescribed in *Student Assessment Handbook*, *Accessibility & Accommodations Manual*, *Assessment Administration Protocol Manual*, testing manuals, and other ancillary materials.
23. Maintains a portfolio of all training session materials and rosters of attendees for documentation purposes.
24. Answers questions of all SchTCs and Principals and makes decisions regarding testing, when appropriate.
25. Ensures that SchTCs account for all students in terms of testing requirements.

26. Ensures that all SchTCs or other designated personnel have been trained to assign appropriate accommodations for students accurately in the online platform prior to administration of assessments, and that any corrections made to accommodations include the printing of a new test ticket where required. This requires establishing a protocol for monitoring and review of the assignment of appropriate accommodations for students at the district and/or school level.
27. Ensures strict test security and reports to Superintendent concerning testing irregularities (e.g. student cheating, unethical professional conduct).
28. Communicates to the Assessment Administration Division when testing irregularities occur.
29. Distributes test results to the Superintendent and to the schools in a timely manner and ensures that students are informed of the expected date for the return of the test results.
30. Interprets test results to school personnel and appropriate others.
31. Ensures that local calendars are planned so that all tests are administered according to the state-published testing calendar that provides testing dates for the current and future academic years.
32. Ensures that students, parents, and other stakeholders have access to information concerning all test administrations and utilization of test results.
33. Works with system personnel to communicate to parents of students with IEPs, IAPs, and ELL/TPC plans pertinent information regarding all statewide tests.
34. Monitors each test administration for school or system-level errors and data corrections that may result in the local system being invoiced for additional costs.
35. Communicates any special accommodation requests to the Assessment Administration Division at least six (6) weeks prior to the administration of a state-mandated assessment.
36. Provides information for the Superintendent's Test Certification twice a year to allow for submission by the Superintendent by January 31 for assessments administered between August 1 and December 31; and by July 31 for assessments administered between January 1 and July 30 each year.

System Technology Coordinator

1. Acquires and maintains current information on the statewide testing program, including technology requirements for testing programs, training manuals, and testing schedules.
2. Coordinates with the STC for the appropriate implementation of computer-based test administrations.
3. Attends or views GaDOE assessment technology trainings and webinars.
4. Works with the STC to ensure that all schools have technology ready for online testing.
5. Performs readiness checks for the system and local testing devices.
6. Coordinates with schools so local software is installed and ready for use with each testing administration.
7. Coordinates with schools so that test content is available on servers and student responses can properly send to the testing vendor.
8. Verifies that district network security including firewalls and content filters are configured to work with the testing vendor to allow for test content and student responses to pass through the district network.
9. Verifies that wired and wireless bandwidth is appropriate for testing as defined in the system requirements documentation and training sessions.
10. Monitors district resources during test administrations for quality assurance.
11. Troubleshoots technology issues as they arise prior to and during test administrations.
12. Completes all post-testing tasks as stated in technology manuals, handbooks, and guides.

System Special Education Coordinator

1. Acquires and maintains current information on the statewide testing program, including the section for Students with Disabilities, which is found in the Assessing Special Populations section of the *Student Assessment Handbook* and the *Accessibility & Accommodations Manual*.
2. Acquires and maintains current information of IDEA, state rules, and waiver process for students with disabilities.
3. Provides technical assistance to special education teachers on test administration.
4. Ensures that all due process rights pertaining to the testing programs are provided for students with disabilities.
5. Ensures that IEP teams understand the appropriate selection of approved accommodations for all state-mandated assessments.
6. Ensures that IEP teams understand the appropriate selection and eligibility criteria for students who require the Georgia Alternate Assessment (GAA 2.0).
7. Ensures that appropriate documentation is maintained for all students with disabilities.
8. Ensures that students with disabilities have the appropriate test-taking experience or have been taught test-taking skills prior to taking the tests.
9. Informs STC of the number of special format tests (i.e., Braille, state-approved assistive technology, or large print) needed to test students with disabilities for all test administrations.
10. Informs the STC of any special accommodation requests at a minimum of eight weeks prior to the administration of a state mandated assessment.
11. Informs the STC of the number of students who must receive each accommodation allowed by state regulations.
12. Acquires and maintains current information about the alternate assessments (e.g. GAA 2.0 and Alternate ACCESS for ELLs).
13. Ensures that the following activities are completed by special education personnel in preparation for all state-mandated assessments.
 - a. Discusses the state-required tests with the students and parents/guardians.
 - b. Informs IEP students and their parent(s)/guardian(s) of pertinent test information and the role of the IEP team in identifying test accommodations, if any, which the student may require to participate.
 - c. Discusses with the student and parents/guardians the consequences of the student not passing a state-mandated assessment (such as promotion/retention requirements, EOCs constituting 20% of the final course grade, and any relevant local policies). Documents the occurrence of this discussion.
14. Ensures that all special education teachers have been trained to administer the GAA 2.0.
15. Collaborates with Title III/ESOL colleagues to train the appropriate teachers to administer the Alternate ACCESS for ELLs.
16. Coordinates with the System Technology Coordinator for the successful implementation of technology-based assessments including technology-related requirements for students with disabilities, scheduling, training, system requirements, and other communications.

System Title III/ESOL Coordinator

1. Ensures that all assessments and, in certain cases, conferences relating to a student's ESOL eligibility (Rule 160-4-5-.02) are documented prior to assigning EL, EL-1, or EL-2 status.
2. Acquires and maintains current information on the statewide testing program (SB Rule 160-3-1-.07), including the section on accommodations for English learners (EL) found in the Accommodations section of the SAH.

3. **Ensures EL-1 and EL-2 students are not administered the ACCESS for ELLs.** By definition, EL-1 and EL-2 students have exited ESOL services and are no longer eligible for the ACCESS for ELLs assessment.
4. Provides technical assistance to teachers on test administration.
5. Ensures that appropriate documentation is maintained for all EL students.
6. Ensures that EL students have appropriate test-taking experience or have been taught test-taking skills prior to taking the tests.
7. Informs the STC of the number of students who must receive each accommodation allowed by state regulations.
8. Ensures that the following activities are completed by EL/ESOL personnel in preparation for all state-mandated assessments:
 - a. Discusses the state-required tests with the students and parents/guardians.
 - b. Informs EL, EL-1, or EL-2 students and their parent(s)/guardian(s) of pertinent test information and the role of the EL/TPC in identifying test accommodations, if any, which the student may require to participate.
 - c. Discusses with the student and parents/guardians the consequences of the student not passing a state-mandated assessment (such as promotion/retention requirements, EOCs constituting 20% of the final course grade, and any relevant local policies). Documents the occurrence of this discussion.
9. Train Title III/ESOL teachers to administer ACCESS for ELLs and collaborates with special education colleagues to train the appropriate teachers to administer the Alternate ACCESS for ELLs.
10. Verifies all test examiners have completed annual certification and training requirements with WIDA for administering ACCESS for ELLs and Alternate ACCESS for ELLs as well as appropriate test security and test administration procedures.

Principal

1. Has ultimate responsibility for testing activities in the local school.
2. Designates a SchTC to coordinate the testing program. The SchTC must hold a GaPSC-issued certificate.
3. Ensures proper online and/or paper testing environments for all test administrations.
4. Ensures that all testing sites are appropriately prepared: updated devices and technology resources, adequate student workspace, proper lighting, good ventilation, sufficient number of desks in good repair, instructional materials (e.g. posters, word walls, etc.) removed or covered, etc.
5. Ensures that the appropriate personnel complete all necessary readiness checks for online testing.
6. Ensures that personnel apply prescribed calculator, cell phone, and electronic device guidelines to each test setting and each testing administration.
7. Ensures that the test accommodations identified in students' IEPs, IAPs, and EL/TPC plans are provided for each student as specified prior to the administration of all testing sessions.
8. Ensures that testing sites are free of interruptions during test administration (e.g. intercom messages, visitors, wandering students, entry into test settings by person/persons not serving as the examiner or proctor unless necessitated by emergency/time-sensitive need), and that sites do not have content-related materials posted that could advantage one group of students over others.
9. Assigns appropriately trained personnel to serve as Examiners and Proctors.
10. Arranges appropriate schedules for teachers who will be Proctors and Examiners and for those who will be teaching other students not involved in testing.
11. Informs students and parents/guardians about the purpose of testing, dates and times for testing, and expected dates for return of test results (see Test Preparation section).
12. Creates an atmosphere in which all staff members know that their cooperation is needed and expected for successful test administration.

13. Advises SchTC, Examiners, and Proctors if emergency situations arise.
14. Monitors the administration of tests.
15. Supervises all testing activities to ensure strict test security.
16. Maintains test materials in a secure location, with restricted access.
17. Ensures that only staff members who have been trained on the proper management of secure test materials handle such materials.
18. Notifies STC of testing irregularities and provides explanation of circumstances.
19. Ensures that the school calendar is planned so that all tests are administered according to the system's testing calendar.
20. Monitors test preparation activities to ensure that secure testing materials are not misused.
21. Verifies all examiners have been trained in test security, educator ethics, and test administration protocols and policies to administer the state-mandated assessments.
22. Reviews and returns the Principal's Certification Form to the STC after each administration.

School Test Coordinator (SchTC)

1. Prepares all testing sites.
2. Assists Principal in assigning Examiner(s).
3. Conducts orientation and training sessions related to test administration, test security, and ethical behavior for all personnel expected to be in direct contact with the test administration process, including Examiners and Proctors.
4. Assigns trained Proctors appropriately in accordance with state guidelines.
5. Coordinates with various local school and/or system divisions to ensure successful test administrations (Special Education, Technology, Title III, etc.)
6. Ensures that students have only one opportunity to test during each window.
7. Adheres to system testing schedule.
8. Accounts for all students in terms of testing requirements, including special populations and those requiring testing accommodations.
9. Ensures that the test accommodations identified in students' IEPs, IAPs, and EL/TPC plans are provided for each student as specified prior to the administration of all testing sessions.
10. Ensures that appropriate security provisions are in place relative to online testing environments and materials including, but not limited to, security of logins, passcodes, conducive seating arrangements, etc.
11. Receives test materials from STC and verifies numbers received.
12. Ensures all materials are stored in a secure, locked location with restricted access, confirms access is restricted by accounting for keys.
13. Accounts for the security of all test materials during the time the materials are in the building.
14. Ensures that only staff members who have been trained on the proper management of secure test materials handle such materials.
15. If applicable, determines the number of paper test booklets and answer documents to be assigned to each testing site and accounts for material distribution and return.
16. Under supervision, ensures the accuracy of student FTE and GTID numbers on each answer document.
17. Provides each Examiner with a list of student FTE and GTID numbers.
18. Gives Examiners extra No. 2 pencils, online test tickets, computer peripherals, and resource materials, if appropriate.
19. Ensures that personnel apply prescribed calculator, cell phone, and electronic device guidelines to each test setting.
20. Ensures that testing sites are free of interruptions during test administration (e.g. intercom messages, visitors, wandering students, entry into test settings by person/persons not serving as the

- examiner or proctor unless necessitated by an emergency/time-sensitive need) and that sites do not have content-related materials posted that could advantage one group of students over others.
21. Distributes test materials to and collects from each Examiner on the testing days.
 22. Ensures Examiners sign out (date and time) materials each testing day shortly before testing begins each day.
 23. Counts materials returned from Examiners each day and accounts for all materials distributed each day of testing.
 24. Ensures Examiners return (sign, date, and time) materials immediately after testing each day.
 25. Maintains dated student sign-in/sign-out sheets for each test administration.
 26. Ensures that a minimum of one certified administrator is present and witnesses the transcription of student responses when/where necessary. Documentation of this process must be retained. Confirms that all necessary transcriptions are completed when necessary.
 27. Notifies Principal and STC of any emergency and helps to decide what action needs to be taken.
 28. Conducts, coordinates, and supervises inspection of all completed answer documents before delivering them to the STC for the following purposes only: to ensure that student demographic/identification information is accurate, that necessary coding/labeling is complete, and that documents are in good condition for scanning.
 29. Packages and returns materials to STC according to directions and timeline.
 30. Notifies Principal and STC of any testing irregularities and provides explanation of circumstances.
 31. Ensures that for any students not currently enrolled in their local school, the following protocol is applied:
 - a. contacts students' schools for verification of test eligibility, and
 - b. requires photo ID and maintains photocopy record.
 - c. The decision to test out-of-system students is a local one. The burden of identification, establishment of eligibility, and record-keeping ensuring score reports are returned to the appropriate school must be borne by the administering school/system. Systems should collaborate and discuss such cases prior to test administration.

Examiner

1. Must be GaPSC certified and adheres to the Georgia Code of Ethics for Educators. As required by State Board Rule 160-3-1-.07, certified educators (**teachers, interpreters, counselors, administrators, and paraprofessionals**) must administer all state-mandated assessments. The term **Certified Educator** in this statement is defined as those educators directly involved with the instruction of students, and who must hold a **clearance certificate** as defined by the GaPSC. Educators without Georgia certification from the GaPSC must not administer state assessments. Local systems must be mindful of certificate expiration dates and ensure that all examiners possess a valid/unexpired certificate at the time of test administration. The term **Examiner** refers to the person administering the assessment.
2. At least annually, and more frequently where required, participates in and completes all training related to test administration, test security, and ethical behavior.
3. Reviews and follows all procedures in handling all administration materials.
4. Ensures that the test accommodations identified in students' IEPs, IAPs, and EL/TPC plans are provided for each student as specified prior to the administration of all testing sessions.
5. Documents the daily receipt (date, time, and number received) of test materials and the daily return of test materials.
6. Ensures the security of test booklets while they are in the testing site before, during, and after testing.
7. Provides No. 2 pencils, erasers, pens for writing tests, and resource materials (if appropriate).

8. Follows procedures for testing as given in the *Examiner's Manual*, including reading all directions word-for-word to students.
9. Confirms that all assigned students have entered and bubbled in the test form number correctly if one is required.
10. Maintains control of testing situation and keeps students on task. **Examiners must actively circulate and monitor students throughout the testing session(s).**
11. Monitors test administrations and communicates with the SchTC and/or the Technology Coordinator or designee when test administration, technology, and/or student issues arise.
12. Applies and enforces prescribed calculator, cell phone, and electronic device guidelines.
13. Observes students during testing to monitor that they are marking answers completely and correctly and using only specified test materials. Reports student actions to SchTC immediately.
14. Allows no student to leave the test room unless there is an emergency/health/restroom need.
15. Counts and verifies all testing materials each day prior to dismissing students.
16. After testing, inspects answer documents for the following purposes only: to ensure that student demographic/identification information is accurate, that necessary coding/labeling is complete, and that documents are in good condition for scanning. SchTC and/or STC must have a protocol in place to ensure the examiner review has been completed, is accurate and all necessary coding/labeling is complete.
17. Returns all test materials to SchTCs immediately after testing each day, including special format tests, such as Braille or large print.
18. Ensures that no content-related instructional materials are displayed in the testing site. Charts, diagrams, and posters should not be visible. Chalkboards/Whiteboards should be free of any writing except for test procedure information.
19. Sign Language interpreters may review the test before administering the assessments to their students. However, it is unethical for interpreters to reproduce or disclose any secure material or to cause it to be reproduced or disclosed in any form. Video sign language is the preferred mode for online assessments, where available.

Proctor

1. Participates and completes all training related to test administration, test security, and ethical behavior.
2. Assumes responsibility for assigned students.
3. Monitors a specific area if a large testing site is used.
4. Monitors online test administrations and communicates with Examiner when test administration, technology, and/or student issues arise.
5. With Examiner supervision, assists in preparing test materials for distribution to students in a classroom on days of testing.
6. Ensures that desks are clear of everything except test materials.
7. Assists the examiner in applying and enforcing prescribed calculator, cell phone, and electronic device guidelines.
8. With examiner supervision, assists in distributing and collecting classroom test materials.
9. With examiner supervision, answers questions regarding test procedures but does not explain items or answer any questions regarding the content of the test.
10. Remains in testing site during entire testing time.
11. Observes students during testing to monitor that they are marking answers completely and correctly and using only specified test materials. Reports student actions to SchTC immediately.
12. Reports any unusual circumstances to Examiner immediately (e.g. suspicion of cheating).
13. Circulates among students during testing to discourage misconduct and to be available to answer student questions.

14. Avoids standing by a student's desk too long or touching a student, as this may be distracting.
15. Monitors students with disabilities, 504 students, or EL students who may require closer observation than other students or who need special assistance.
16. With examiner supervision, assists in accounting for all classroom test materials (Test materials should be returned to the SchTC by the Examiner).
17. Assists the Examiner in maintaining strict test security.

ASSESSMENT DESCRIPTIONS

Georgia Student Assessment Program Quick Reference Chart: 2020-2021

Grade	Assessment	Testing Window
K	GKIDS 2.0	July 6 – May 17
K	GKIDS 2.0 Readiness Check	First six weeks of school year (varies by district)
1 – 2	Keenville (optional formative assessment)	September 9 – May 29
3	Georgia Milestones EOG (ELA & Math)	April 12 – May 21 (Main) May 10 – July 16 (Retest – ELA)
3-8	DRC BEACON (optional formative assessment)	September 9 – June 30
4	NAEP	January 25 – March 5 *
4	Georgia Milestones EOG (ELA & Math)	April 12 – May 21 (Main)
5	Georgia Milestones EOG (ELA, Math, Science)	April 12 – May 21 (Main) May 10 – July 16 (Retest – ELA & Math)
6	Georgia Milestones EOG (ELA & Math)	April 12 – May 21 (Main)
7	Georgia Milestones EOG (ELA & Math)	April 12 – May 21 (Main)
8	Georgia Milestones EOG (ELA, Math, Science, Social Studies)	April 12 – May 21 (Main) May 10 – July 16 (Retest – ELA & Math)
8	NAEP	January 25 – March 5 *
Middle/ High School	Georgia Milestones EOC (ELA, Math, Science, Social Studies)	August 3 – 21 (Mid-Month) ** September 8 – 18 (Mid-Month) ** October 12 – 23 (Mid-Month) November 9 – 20 (Mid-Month) November 30 – January 6 (Winter Main) January 11 – 22 (Mid-Month) February 8 – 19 (Mid-Month) March 8 – 19 (Mid-Month) ** April 19 – May 28 (Spring Main) June 14 – July 16 (Summer Main) **
3-8, and 11	GAA 2.0	March 22 – April 30
K – 12	ACCESS for ELLs	January 13 – March 5
1 – 12	Alternate ACCESS for ELLs	January 13 – March 5

* Sampled schools only

** “Test-Out” administrations permitted

STATE-ADMINISTERED TESTS

ACCESS for ELLs

Overview

Grades K-12

ACCESS for ELLs is administered, annually, to all students in grades Kindergarten through Grade 12 who have been identified as English learners (ELs). ACCESS for ELLs is a standards-based English language proficiency test designed to measure the social and academic language proficiency of ELs in English and is grounded in the WIDA English Language Development (ELD) Standards. It assesses social and instructional English as well as the academic language associated with language arts, mathematics, science, and social studies within the school context, across the four language domains (Listening, Reading, Writing, and Speaking).

ACCESS for ELLs meets the ESSA mandate requiring states to evaluate EL students in grades K through 12 on their progress in learning to speak English.

The tasks on the assessment attempt to replicate the kinds of communicative situations (and the language needed to be processed or to be produced within them) that might be encountered in different school contexts. Each assessment item and task will target at least one of the five WIDA ELD Standards:

- Social and Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

The WIDA ELD Standards describe developing English language proficiency for each of the four language domains: Listening, Reading, Writing, and Speaking. In this way, ACCESS for ELLs contains four like sections, each assessing an individual language domain.

ACCESS for ELLs is assessed in each of the four language domains of Listening, Speaking, Reading, and Writing separately. The online test will include the following grade clusters: Grade 1, Grades 2-3, Grades 4-5, Grades 6-8, and Grades 9-12. Kindergarten ACCESS for ELLs is a paper-based assessment.

ACCESS for ELLs online mode of test administration is designed so that test paths or forms are appropriate to the proficiency level of individual students across the wide range of proficiencies described in the WIDA ELD standards. In the multi-stage adaptive test, individual test takers of differing levels of language proficiency may demonstrate the full extent of their language proficiency within each grade-level cluster.

The *online* test is a staged adaptive test, meaning students will progress through the test based on their performance. Due to this adaptability, the *online test* does not require test administrators/examiners to determine tier placement of students to administer the test. WIDA's designation that ACCESS is an untimed test does not mean time is unlimited. Domains may not be administered over multiple days. Each student testing online will require a computer and headset *with microphone* for the Speaking test – and headphones for the other domains. Detailed information about technology requirements is posted at this location: <https://www.wida.us/assessment/access20-tech.aspx>.

Students' performance on the online Listening and Reading tests determines their placement for Speaking and Writing. WIDA recommends that students first take the Listening test and then the Reading test. Speaking and Writing may be taken in either order.

ACCESS for ELLs paper forms are available for students who require paper due to a disability-based decision made by the IEP team. The paper test includes the following grade clusters: Grade 1, Grade 2, Grade 3, Grades 4-5, Grades 6-8, and Grades 9-12. The kindergarten test is also provided through a paper test. In cases where the paper test continues to be administered, school staff must identify the appropriate tier for proficiency.

Note: The Writing domain for the online ACCESS for ELLs Grade 1 and Grades 2-3 forms will continue to be administered on paper.

Key Reminders:

- Domains may be administered across multiple days in the manner that best works for scheduling purposes and the use of technology.
- Single domains may not be broken into separate administrations across days.
- The online platform will not have a limit on the number of students who can test at one time. For Speaking, it is recommended that groups of 5-7 students (or fewer) test simultaneously so that headset microphones do not capture other voices. Students of different grades may test in the same room at the same time, but this is not required, and schools/systems may wish to consider if this is appropriate for the students involved.
- Test examiners must verify test tickets are distributed to the appropriate students.

A student who has exited the ESOL program or an alternative language assistance program in the past two years, shall be coded English Learner-Monitored (EL-M) on statewide assessments. **EL-M students are not assessed with ACCESS for ELLs.** Assessing EL-M students may result in fees for administration and scoring being billed to the local system.

Screener Requirements Overview

For students new to U.S. schools, if the response to any of the three questions on the Home Language Survey indicates a home language other than English, the student is considered a potential English learner (EL) and the school district or Local Education Agency (LEA) will then administer the state required, grade-level specific, WIDA English language proficiency (ELP) screener.

Per federal statute, Georgia requires that LEAs screen all potential EL students for EL eligibility within **30 days** after the beginning of the school year or within **two weeks** if they enroll after the start of the school year, and to notify their parents that the child was screened for eligibility and placed in a language program.(See Georgia's statewide, standardized EL entrance procedures in the [EL Language Programs – State Guidance](#).)

LEAs must use one of the following WIDA English language proficiency (ELP) screeners to determine whether a potential English learner student qualifies as an EL student or not.

1. The WIDA Screener (Online or Paper)
2. The Kindergarten WIDA-ACCESS Placement Test (K W-APT)
3. The Kindergarten Measure of Developing English Language (K MODEL)

Screeners can be administered throughout the school year and are available in online and paper formats

in 2020-2021. LEAs are responsible for purchasing the *WIDA Screener Paper* and the Kindergarten *WIDA MODEL* when applicable. For information on purchasing the paper based WIDA Screeners please visit the [WIDA Store](#).

WIDA Screener

WIDA Screener is an English language proficiency assessment administered to students new to U.S. schools to determine whether they will be classified English learners entitled to English language instructional programs.

WIDA Screener is a standards-based English language proficiency test designed to measure English language proficiency in four language domains: Listening, Speaking, Reading, and Writing. The WIDA Screener for students in grades 1-12 is divided into grade clusters: 1; 2-3; 4-5; 6-8; and 9-12.

Test administration procedures for each grade cluster screener are outlined in the *WIDA Screener Test Administration Manual*. Allowed accommodations for EL students with disabilities are indicated in the accommodation tables found in this document and the *WIDA Accessibility and Accommodations Supplement*. Individual student reports are produced for each language domain and for three composite scores: Oral Language, Literacy and Overall. Summary reports are not produced.

Test Administrators must annually complete the required WIDA training and certification quizzes with a minimum passing score of 80% for the grade level tests they will be administering. They must also hold a valid, GaPSC certification.

Kindergarten WIDA-ACCESS Placement Test (K-WAPT) and WIDA Screener Paper will not be used during 2021-2022. The Kindergarten WIDA Screener will be available beginning Summer 2021.

The WIDA website is found at: <https://www.wida.us/>.

For more information about ACCESS for ELLs, contact the Assessment Administration Division at 404-656-2668 or 800-634-4106.

Alternate ACCESS for ELLs

Overview

Grades 1-12

Federal law requires that all students identified as English learners be assessed annually for English language proficiency. This requirement includes students who require special education services under the Individuals with Disabilities Education Act (IDEA). Alternate ACCESS is individually administered. It is intended **only for English learners with significant cognitive disabilities that are severe enough to prevent meaningful participation in the ACCESS for ELLs assessment**. Alternate ACCESS is not intended for ELs who can be served with special education accommodations on ACCESS for ELLs. Decisions regarding a student's participation must be made by an IEP team. Alternate ACCESS is a paper-based for administration.

Eligibility Criteria:

1. The student has been classified as an EL.
2. The student has been classified as a special education student and is receiving special education services.
3. The student has a significant cognitive disability.
4. The student is eligible for the Georgia Alternate Assessment (GAA 2.0).

Students **shall not be administered** both the Alternate ACCESS for ELLs and the ACCESS for ELLs.

Requirements

EL students with disabilities in grades kindergarten through grade 12 must either participate in ACCESS for ELLs or Alternate ACCESS. EL students with significant cognitive disabilities must meet GAA 2.0 eligibility criteria in all grade levels, including non-GAA tested grade levels, through the IEP process to be found eligible to take Alternate ACCESS as indicated above.

The WIDA website is found at: <https://www.wida.us/>.

For more information about Alternate ACCESS for ELLs, contact the Assessment Administration Division at 404-656-2668 or 800-634-4106.

Georgia Alternate Assessment 2.0 (GAA 2.0)

Overview

Grades 3-8, and High School

Under the federal *Individuals with Disabilities Education Act (IDEA)* and the *Every Student Succeeds Act (ESSA)* all students, including students with disabilities, must participate in the state's academic content standards. The GAA 2.0 is designed to ensure that students with significant cognitive disabilities are provided access to the state-adopted content standards and given the opportunity to demonstrate their achievement of the knowledge, concepts, and skills inherent in the state-adopted content standards. Students with disabilities must participate in either the regular assessment (with or without accommodations) or the alternate assessment. Each student's Individualized Education Program (IEP) team must make decisions regarding the participation of the student within the state's testing program. The GAA 2.0 may only be used in cases where a student is unable to participate in the regular assessment, even with maximum accommodations, and the student meets participation guidelines. This assessment should only be recommended for a small number of students.

The IEP team should consider the following: (a) the purpose of the assessment, (b) the feasibility of the student's participation, and (c) the accommodation(s), if any, that the student may need. The decision of the IEP team regarding participation and accommodations must be documented in the IEP. If a student's IEP team recommends no participation in state-mandated assessments (e.g. Georgia Milestones), the IEP must document the reasons and require participation in the GAA 2.0. The GAA 2.0 includes students who appropriately participate in the curriculum based on alternate achievement standards. The U.S. Department of Education (USED) defines an alternate achievement standard as one that "sets an expectation of performance that differs in complexity from a grade-level achievement standard." Alternate achievement standards must be aligned to state academic content standards, although they may reflect prerequisite or entry-level skills.

Description

The GAA 2.0 assessment is comprised of standardized performance tasks and is designed to provide tiered participation within the assessment for students working at various levels of complexity. Task sets are built with three levels of cognitive demand with Part A representing the least complex level of item and Part C representing the most complex level of items within the set.

The GAA 2.0 should be administered annually in the Spring to assess achievement of students in English language arts and mathematics (grades 3-8 and HS), science (grades 5, 8, and HS), and social studies (grades 8 and HS). This assessment program promotes a vision of enhancing capacities and integrated life opportunities for students who experience significant cognitive disabilities. Committees of Georgia educators informed the development and design of blueprints, rubrics, and task sets included in the assessment.

GAA 2.0 in High School

The instructional program for students with significant cognitive disabilities includes courses that align with the general education courses associated with the Georgia Milestones EOC measures. This ensures that content from each EOC-assessed course is included in the GAA 2.0. In this manner, the GAA 2.0 in high school serves as the alternate assessment for the high school assessment program. **The assessment shall be administered for the first time in grade 11 and must occur prior to intended graduation.** A student who is retained in/is repeating grade 11 is NOT required to be assessed a second (or more) time using the GAA 2.0.

Students with significant cognitive disabilities who entered the ninth grade for the first time on or after the 2020-2021 school year may graduate and receive an alternate diploma when the student's IEP team determines that the student has:

- I. completed an integrated curriculum based on the Georgia Standards of Excellence (GSE) that includes instruction in Mathematics, English/Language Arts, Science and Social Studies as well as career preparation, self-determination, independent living and personal care to equal a minimum of 23 units of instruction, and
- II. participated in the GAA during middle school and high school, and
- III. has transitioned to an employment/education/training setting in which the supports needed are provided by an entity other than the local school system.

(State Board Rule 160-4-2-.48 High School graduation Requirements for Students Enrolling in the Ninth Grade for the First Time in the 2008-09 School Year and Subsequent Years).

Requirements

Where all students are being assessed, students with disabilities in grades 3-8, and high school must either participate in the general assessment or the GAA 2.0. GAA 2.0 is administered to students in grades 3 through high school. Kindergarten students with significant cognitive disabilities must take GKIDS and are no longer required to take GAA 2.0. The state will support, score, and report only in the state-mandated grades 3-8, and high school as outlined in this Handbook, GAA 2.0 training sessions, and the published *GAA 2.0 Blueprint*.

If there is a local test administered to all students in grades 1 and 2, then local systems may use *their own* alternate assessment.

Appropriate Use of the GAA 2.0

The GAA 2.0 may be considered for students with the most significant cognitive disabilities who generally participate in a curriculum working towards alternate achievement standards. The decision to assess using the GAA 2.0 should be made only when an IEP team determines that a student's cognitive disabilities prevent him/her from attaining grade-level achievement standards even with the very best instruction and the IEP team is unable to identify appropriate accommodations that would allow meaningful participation in the regular state assessments.

The GAA 2.0 may be considered for students with disabilities in grades 3-8, and high school who, even with the very best instruction, are unable to attain grade-level standards. In addition, these students must meet all parts of the Guidelines for Participation in the GAA 2.0. Answers to the following questions on the following pages will assist IEP teams in determining if the student should participate in the GAA 2.0. The IEP must document the student's current level of performance within the curriculum, the participation in the GAA 2.0 and the reasons for that participation.

Factors for Consideration

Each IEP team should consider multiple factors when determining that participation in the GAA 2.0 is appropriate for a student with significant cognitive disabilities. The following factors should be used as guidance:

- Does the student require intensive, individualized instruction in a variety of instructional settings?
- Does the student have a significant cognitive disability?

- Does the student require specialized supports to access and participate in the grade-level GSEs that require modifications based on the student’s Present Levels of Academic Achievement and Functional Performance (PLAAFP)?
- Does the student require specialized supports to demonstrate age-appropriate adaptive behavior?

Who is Eligible to Participate in the GAA 2.0?

Answers to the following questions and the accompanying chart on the following pages will assist educators with determining whether a student should participate in the GAA 2.0. Where all students are being assessed, students with disabilities in grades 3-8, and HS must either participate in the regular assessment or the GAA 2.0. The GAA 2.0 may not be used as an alternative for local assessments.

Prior to reviewing the eligibility criteria for GAA 2.0, the Individualized Education Program (IEP) team must understand all assessment options, including the characteristics of each assessment and the potential implications of each assessment choice.

According to O.C.G.A § 20-2-281, school districts are required to follow the procedures specified in the applicable test administration materials. As a result, the IEP team must use the Eligibility Criteria for GAA 2.0 form to document its assessment decisions. This form is found in subsequent pages and may be found in the Required Forms section of the *Student Assessment Handbook*.

If GAA 2.0 is being considered, the IEP team must review the four criteria below and select **Yes** or **No** if applicable to the student. To be eligible to participate in GAA 2.0, the answer to all four of the questions below must be **Yes**. If the answer to any of the questions is **No**, the student is not eligible to participate in GAA 2.0 and must participate in one of the other statewide assessments. Each **Yes** answer requires a justification that contains evidence that the student meets the criterion.

1. Does the student require intensive, individualized instruction in a variety of instructional settings?

If the answer is **No**, then the student should participate in general assessments with or without accommodations.

If the answer is **Yes**, then answer the next question.

2. Does the student have a significant cognitive disability?

If the answer is **No**, then the student should participate in general assessment with or without accommodations.

If the answer is **Yes**, then answer the next question.

3. Does the student require specialized supports to access and participate in the grade-level GSEs that require modifications based on the student’s Present Levels of Academic Achievement and Functional Performance (PLAAFP)?

If the answer is **No**, then the student should participate in general assessments with or without accommodations.

If the answer is **Yes**, then answer the next question.

4. Does the student require specialized supports to demonstrate age-appropriate adaptive behavior?

If the answer is **No**, then the student should participate in general assessment with or without accommodations.

If the answer is **Yes**, and all other responses to the previous questions are yes, then the student should participate in the GAA 2.0.

For more information about the GAA 2.0, contact the Assessment Administration Division at 404-656-2668 or 800-634-4106.

ELIGIBILITY CRITERIA FOR THE GEORGIA ALTERNATE ASSESSMENT (GAA 2.0)

Step I: Review the Eligibility Criteria for GAA

Prior to reviewing the eligibility criteria for GAA, the Individualized Education Program (IEP) team must understand all assessment options, including the characteristics of each assessment and the potential implications of each assessment choice. The GAA 2.0 is intended for students with the most significant cognitive disabilities. Instruction for these students is based on alternate academic achievement standards, which are aligned to the Georgia Standards of Excellence at a reduced depth, breadth, and complexity. Beginning with students who enroll in ninth grade for the first time on or after the 2020-2021 school year, students who participate in the GAA 2.0 will be eligible for the state-defined alternate diploma rather than the regular high school diploma (SBOE 160-4-2-.48).

According to O.C.G.A § 20-2-281, school districts are required to follow the procedures specified in the applicable test administration materials. As a result, the IEP team must use this form to document its assessment decisions. If GAA is being considered, the IEP team must review the four criteria below and select **Yes** or **No** if applicable to the student. To be eligible to participate in GAA, the answer to all four of the questions below must be **Yes**. If the answer to any of the questions is **No**, the student is not eligible to participate in GAA and must participate in the Georgia Milestones Assessment System. Each **Yes** answer requires a justification that contains evidence that the student meets the criteria.

Student Name			Grade		
Eligibility Criteria		Sources of Evidence (check if used)		Justification	
1. Does the student require intensive, individualized instruction in a variety of instructional settings? The student needs specialized academic instruction and techniques over a period of time to ensure that he or she can learn, retain information, and transfer skills to other settings.	○ Yes ○ No				
2. Does the student have a significant cognitive disability? A significant cognitive disability is determined by the IEP team and must be based on evaluation information performed by a qualified evaluation	○ Yes ○ No				

Student Name			Grade		
Eligibility Criteria		Sources of Evidence (check if used)		Justification	
<p>team. The significant cognitive disability must affect the student's intellectual functioning and be documented as such in the student's individualized education program (IEP).</p>		<input type="checkbox"/> Other _____			
<p>3. Does the student require specialized supports to access and participate in the grade-level Georgia Standards of Excellence (GSE) that require modifications based on the student's Present Levels of Academic Achievement and Functional Performance (PLAAPF)? Access to the grade-level curriculum is mandated by the federal government. A student with a significant cognitive disability requires access to the GSEs through prerequisite skills that are linked to the grade-level curriculum.</p>		<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/> Results of Individual Cognitive Ability Test <input type="checkbox"/> Results of Adaptive Behavior Skills Assessment <input type="checkbox"/> Anecdotal Notes and Observations <input type="checkbox"/> Benchmark Data <input type="checkbox"/> Progress Monitoring Data <input type="checkbox"/> Results of language assessments including English Learner (EL) assessments, if applicable <input type="checkbox"/> Learning Characteristics Inventory <input type="checkbox"/> Other _____		
<p>4. Does the student require specialized supports to demonstrate age-appropriate adaptive behavior? A student with a significant cognitive disability needs specialized support throughout the day in areas such as expressing his or her needs, getting from place to place, eating lunch, negotiating social situations, and/or taking care of personal needs.</p>		<input type="radio"/> Yes <input type="radio"/> No	<input type="checkbox"/> Results of Individual Cognitive Ability Test <input type="checkbox"/> Results of Adaptive Behavior Skills Assessment <input type="checkbox"/> Learning Characteristics Inventory <input type="checkbox"/> Other _____		

Step II: Assurances

The IEP team has participated in training and guidance regarding student participation in state mandated assessments that includes the information below:

Under 34 Code of Federal Regulations (CFR) 300.320(a)(6) and [O.C.G.A § 20-2-281], if the IEP team determines that the student will take GAA, the IEP team may provide additional summary statements of why the student cannot participate in the Georgia Milestones Assessment System, with or without allowable accommodations, and why the alternate assessment is appropriate for the student, including that all of the eligibility criteria are met.

Additional Summary Statements (if necessary):

The decision to administer GAA is based on multiple sources of measurable, objective evidence, including, but not limited to current IEP PLAAFP statements, goals and/or objectives, report cards, progress reports, work samples, teacher observations, Full and Individual Evaluations (FIE), standardized achievement test results, and classroom, district, and statewide assessment results. This decision is not based solely on the student's previous performance on statewide assessment.

The decision to administer GAA is made by the IEP team, not administratively based on federal accountability requirements which limit the number of students taking an alternate assessment who can be counted as proficient in CCRPI performance calculations. Although GAA is intended for a small number of students, the proficiency cap does not limit the number of students receiving special education services who may take the alternate assessment.

The decision to administer GAA is based on the student's educational needs and the instruction the student is receiving. This decision is not based solely on the student's disability category and is not based on the student's racial or economic background, excessive or extended absences, or amount of time or location of service delivery.

Georgia Kindergarten Inventory of Developing Skills 2.0 (GKIDS 2.0)

Overview

Kindergarten

Georgia law (O.C.G.A., Sections 20-2-151 and 20-2-281) requires that all children enrolled in Georgia public school kindergarten programs be assessed for first-grade readiness with an instrument or instruments adopted by the SBOE. To comply with state statute, the SBOE adopted the Georgia Kindergarten Inventory of Developing Skills (GKIDS) as the designated kindergarten assessment for all Georgia public schools (SBOE Rule 160-3-1-.07). The GKIDS Readiness Check is considered a part of GKIDS.

Kindergarten Student

Georgia kindergarten students are defined by FTE status as students enrolled in public school kindergarten programs. Kindergarten programs include those for students who are enrolled in first-time general education kindergarten classrooms, transitional kindergarten, or first-grade classrooms as kindergarten students, special education services, and programs for students who are repeating the kindergarten curriculum in a kindergarten setting. Kindergarten students with significant cognitive disabilities must take GKIDS and are no longer required to take the GAA 2.0

Grade Placement Decisions

SBOE Testing Rule 160-3-1-.07 and O.C.G.A., Section 20-2-151(b)(2) require all Georgia school systems to make first-grade placement decisions on an individual basis, using GKIDS 2.0 results in concert with teacher recommendations and other relevant information. Local schools must document reasons, including GKIDS 2.0 student-performance results, for kindergarten retention and place the written documentation in individual students' cumulative records. The State Board Rule further requires, "The local school system shall provide alternative, developmentally appropriate instruction to students who spend an additional year in kindergarten".

GKIDS Readiness Check

Overview

As part of GKIDS 2.0, the Readiness Check offers an early assessment window and is designed to provide teachers with important information about children's learning and development as they enter kindergarten. The Readiness Check is intended to augment GKIDS 2.0 and to be administered during the first six weeks of kindergarten. It is designed to be developmentally appropriate and should be used for planning and instructional purposes.

Students Assessed

The GKIDS Readiness Check is designed to provide baseline information for *all* students as they enter kindergarten. This requires accessibility that allows for students with varying levels of ability, including students with disabilities and students who are English learners (ELs), to participate in the activities. At the same time, the assessment is designed to identify a student's current knowledge and skills.

The use of a universally designed approach to assessment development and implementation is critical to promote accessibility for all students. Because of the range of students' development and learning as they enter kindergarten, some features that often are perceived as accommodations for specialized populations are more appropriately considered as universally designed allowances. Universal design allows for a range of actions, material presentations, procedures, and settings that are acceptable for use with *all* students when administering the GKIDS Readiness Check.

Description

Although designed to be administered in kindergarten classrooms, the GKIDS Readiness Check is aligned to the Georgia Early Learning and Development Standards (GELDS), a set of high-quality, research-based early learning standards for children, from birth to age five. Assessment of mastery of **essential** GELDS standards provides baseline information about students' readiness for kindergarten and allows for early intervention and differentiation of instruction.

The GKIDS Readiness Check consists of activities assessed using both direct (e.g. structured performance tasks) and indirect (e.g. observational) assessment methods. These assessment activities reflect essential skills and concepts deemed necessary to position students for success in future learning. Administration of the GKIDS Readiness Check is designed to be unobtrusive and naturalistic within the kindergarten setting.

Purpose

The primary purpose of the GKIDS Readiness Check is to highlight knowledge and skills critical for student success in learning, **solely to guide instruction**. The GKIDS Readiness Check is designed to be developmentally appropriate, reflecting research-based best practices for young learners, and provides information to allow kindergarten teachers to individualize instruction. It informs our understanding of the skills of children entering kindergarten and provides the early childhood system with information about the supports and resources needed to ensure that every kindergarten student starts school with the skills needed to be successful – in kindergarten and beyond.

Domains of Learning

The GKIDS Readiness Check assesses the domains of Foundations of School Success, English Language Arts, and Mathematics. While all domains are represented, the GKIDS Readiness Check measures only those skills and concepts determined by Georgia educators and informed by research to be essential to students' success upon entry to kindergarten.

Activities Assessed Using Direct Methods

Activities assessed using direct methods include teacher instructions and detailed administration procedures. For activities requiring materials, optional resources are provided. It is important to follow these directions to ensure consistency of administrations across classrooms. These activities are assessed using four to five performance levels (Not Yet Demonstrated, Emerging, Developing, Demonstrating, Exceeding) for each skill.

The number of performance levels is specific to each skill of the standards and is based on the range of student performance that can be observed for each skill. The descriptions for each performance level were influenced by early childhood literature in a given domain.

Activities Assessed Using Indirect Methods

Activities assessed using indirect methods are observational in nature. Teachers may observe students engaged in activities that cover multiple concepts or skills at one time. Teachers may assess by observing student performance during regular classroom instruction or by an assessment activity of the teacher's choice. Some activities assessed using indirect methods may require observation over time to determine a student's level of performance as described by the standard. For activities requiring materials, teachers have the flexibility to use their own classroom materials. These activities are assessed using

three to four performance levels (Not Yet Demonstrated, Emerging, Developing, Demonstrating) for each skill.

The number of performance levels is specific to each skill of the standards. The number of performance levels is based on the range of student performance that can be observed for each skill and include specific markers of behavior that help teachers to rate the child.

Assessment Window

Each teacher will have the first six weeks of the school year to administer the activities and enter student performance data. Six weeks after the district's first day of school, teachers will no longer be able to update student performance data in the GKIDS Readiness Check data collection system. This is to allow all teachers the same amount of time to administer the GKIDS Readiness Check regardless of their district's start date. Assessment of students may occur at any time during the six-week window. There is no prescribed order of activities.

Assessment Materials

The *GKIDS Readiness Check Administration Manual* includes general directions for administration as well as for each activity included in the GKIDS Readiness Check. Each activity assessed contains a description of the skill, the activity, including a script as appropriate, and performance levels for assessing the skill or concept. Activity pages are arranged by domain: Foundations of School Success, English Language Arts, and Mathematics.

To aid planning and preparation for the administration of the GKIDS Readiness Check, a list of suggested materials by activity is included in the *Optional Resources Guide*. **Teachers may use common classroom materials for assessment activities as described in the script.** To locate the GKIDS Readiness Check resources within the GKIDS platform, click on the *Help* menu and select *Readiness Check Resources*. The GKIDS Readiness Check resources include the administration manual and optional resources, reminders and considerations, FAQs, and a Next Steps Guide to guide instructional actions following a review of your GKIDS Readiness Check data.

Readiness Check Data Entry and Reporting Website

The GKIDS Readiness Check is incorporated into the same online data collection system as GKIDS (<https://gkids.gadoe.org/>). Additionally, **optional** data recording sheets for activities are included in the *Optional Resources Guide* and may be helpful in recording data for each activity. A user's guide section is provided in the administration manual that includes detailed instructions and screenshots for data entry and use of the data collection system.

Teacher-Generated Reports

Teachers have the ability to generate reports at the student level and the classroom level. Each student level report presents performance data by activity. The individual student report provides a student's performance by each of the three domains of learning. The first visual on the individual student report shows the percentage of performance levels at developing or above for each of the three domains of learning. The information presented in the Individual Student Report also provides the performance levels for an individual student on each activity by each of the three domains of learning.

Teachers can also generate reports at the classroom level. The classroom level report generates the percentage of students that fall within each performance level by activity for each of the three domains of learning.

In addition to classroom level reports, SchTCs and STCs will also have reporting capabilities under the *GKIDS Readiness Check* menu option. Reporting options will be available throughout the year for Readiness Check data but will only reflect information of students who were on your roster at the end of your district's administration window. These results will be fixed as of the last date of your administration window.

GKIDS 2.0

Students Assessed

GKIDS 2.0 is designed to provide information for *all* students as they progress through kindergarten and prepare for first grade. This requires accessibility that allows for students with varying levels of ability, including students with disabilities and students who are English learners (ELs), to participate in the performance tasks. At the same time, the assessment is designed to identify a student's current knowledge and skills in an accurate way.

All students enrolled in Georgia public school kindergarten classrooms should have the opportunity to participate in the GKIDS 2.0 assessment. The use of a universally designed approach to assessment development and implementation is critical to promote accessibility for all students. Because of the range of students' development and learning in kindergarten, some features that are often perceived as accommodations for specialized populations are more appropriately considered as universally designed allowances in GKIDS 2.0.

Description

GKIDS 2.0 is a progression-based formative assessment, integrated into classroom work, that is aligned to the Georgia Standards of Excellence (GSE). GKIDS 2.0 is organized around big ideas and learning progressions. The goal of the assessment program is to provide teachers with information about the level of instructional support needed by individual students. GKIDS 2.0 allows teachers to assess student performance during instruction, record student performance in an online database, and generate reports for instructional planning, progress reports, report cards, student support team, and/or parent conferences. Throughout the year, teachers may assess students and record GKIDS 2.0 data based on their system's curriculum map or report card schedule. At the end of the year, summary reports and individual student reports will be generated based on the data the teacher has entered throughout the year.

Purpose

The primary purpose of GKIDS 2.0 is to provide ongoing information about kindergarten students' developing skills in English Language Arts, Math, Science, Social Studies, Personal/Social Development, Approaches to Learning, and Motor Skills. GKIDS 2.0 should serve as one indicator of first grade readiness. GKIDS 2.0 will serve both a formative and summative role in assessing kindergarten students.

Domains of Learning

There are seven areas or domains of learning that are assessed as part of GKIDS 2.0 including: English language arts (ELA), Mathematics, Social Studies (optional), Science (optional), Approaches to Learning, Personal and Social Development, and Motor Skills (optional).

Performance Levels

In GKIDS 2.0, students are assessed using three to five performance levels for each element including: Not Yet Demonstrated (ND), Beginning (BE), Emerging (EM), Developing (DV), Demonstrating (DM), and Exceeding (EX).

Universal Allowances

Universal allowances may be used, as needed, with all students for all performance tasks. These supports are aligned to best practices for access to instruction and assessment and provide flexibility to meet the diverse needs of a wide range of students. A table of universal allowances is provided on the next page.

Table of Universal Allowances	
Presentation	<ul style="list-style-type: none">• Read directions aloud and repeat as many times as needed, either by request of the student or as determined by the teacher.• Rephrase directions and/or questions, if needed. Rephrasing may include providing answer options or allowing for a yes/no response.• Provide audio amplification for verbal directions and tasks as needed.• Redirect student's attention to a task or a direction as needed.• Provide magnification or enlargement of assessment tasks and/or manipulatives as needed.• Use familiar classroom materials to meet student's needs. Materials can be adapted to meet the needs of the individual learner.• Provide physical support to improve visual acuity. For example, use color contrast overlay, slant board, textures, etc.• Change position or orientation of assessment materials to maximize student's visual engagement or access to manipulatives.
Response	<ul style="list-style-type: none">• Allow student to respond using his/her preferred mode of communication.• Modes of communication may include speech, eye gaze, pointing/gesturing/orienting to/touching answer choice, sign language, and/or use of augmentative communication systems.• Encourage student response without providing additional cues.
Setting	<ul style="list-style-type: none">• Assess students in naturally occurring classroom contexts such as during center time, outdoor activities, teacher-directed instruction, and small group activities.• Allow the student to move and change positions during the session.• Consider the arrangement of the furniture, including allowing the student to stand or use alternative seating during a direct assessment activity.• Provide tasks in areas conducive to the student's physical and sensory needs, including one-on-one assessment in a quiet space when necessary.
Scheduling	<ul style="list-style-type: none">• Use teacher discretion for starting and stopping a task based on the readiness of the student.• Teachers may administer performance tasks based on student readiness, professional judgement, and/or alignment to local district content pacing guides or curriculum patterns.

Comprehensive Support

Students requiring additional support may be provided comprehensive supports as described in the administration manual and individual tasks. Comprehensive supports provide access to a performance task but may substantially alter what the student is expected to do. If utilizing comprehensive supports, care should be taken when interpreting a student's progress within the learning progression.

Comprehensive supports must address the unique needs of the student for whom they are provided and should assist the student in overcoming any barriers that prevent him or her from demonstrating what he or she knows and can do. Teachers should use their professional judgment in determining the

support needed for each student. Examples of comprehensive supports may be found in the *GKIDS 2.0 Administration Manual*. Kindergarten students with significant cognitive disabilities must take GKIDS 2.0.

Assessment Window

Except for the end of year summary report, there are no state-mandated testing windows for GKIDS. Systems may require testing windows based on their own unique schedules, reporting information at any time as required by the local district. Systems may also teach and assess the standards based upon their own schedules as well.

Assessment Materials

Pre-printed test booklets and activity kits are not provided with GKIDS 2.0. The *Administration Manual* includes performance tasks which may be used to assess student performance in ELA and mathematics

Teachers may use common classroom materials for assessment activities. Rather than recording student performance on an answer document, teachers will use the GKIDS Data Entry and Reporting Web site (<https://gkids.gadoe.org/>).

GKIDS 2.0 Data Entry and Reporting web site

The GKIDS 2.0 data entry and reporting web site (<https://gkids.gadoe.org/>) will be available 24 hours a day, seven days a week (except for scheduled maintenance) for teachers to enter student data. The web site allows teachers to enter and manage data throughout the school year. Teachers can enter data by student or by learning progression for the entire class. Districts have the option of manually entering their student data or pre-populating the data via the vendor's multiple student upload process. See the *GKIDS 2.0 Platform User Guide* web site instructions.

Teacher-Generated (Formative) & End-of-the-Year (Summative) Reports

Teachers have the option of generating reports (on-screen and PDF) at any time during the year for instructional planning, progress reports, report cards, Student Support Team (SST) or parent conferences. After the final data are entered in late spring, school, system, and state summary reports will be produced. . Teachers will be responsible for generating end of the year reports for individual students.

For more information about the [GKIDS 2.0](#) or the [GKIDS Readiness Check](#), contact the Assessment Administration Division at 404-656-2668 or 800-634-4106.

Georgia Milestones Assessment System (Georgia Milestones)

Overview

Grades 3 – 12

The SBOE is required by Georgia law (O.C.G.A. §20-2-281) to adopt assessments designed to measure student achievement relative to the knowledge and skills set forth in the state-adopted content standards. The Georgia Milestones Assessment System (Georgia Milestones) is designed to fulfill this requirement and to inform efforts to improve student achievement by assessing student performance on the standards specific to each course or subject/grade tested. Specifically, Georgia Milestones is designed to provide students and their parents with critical information about each student's achievement and, importantly, their preparedness for the next educational level. The assessment system is a critical informant of the state's accountability measure, the College and Career Ready Performance Index (CCRPI), providing an important gauge about the quality of the educational services and opportunities provided throughout the state. The ultimate goal of Georgia's assessment and accountability system is to ensure that all students are provided the opportunity to engage with high-quality content standards, receive high-quality instruction predicated upon those standards, and are positioned to meet high academic expectations.

Georgia Milestones represents a single system of summative assessments that span all three levels of the state's educational system – elementary, middle, and high school. The system is designed to send consistent signals about students' preparedness for the next level, be it the next grade, course, or endeavor, such as entering college or beginning a career after leaving the K-12 educational system. In developing Georgia Milestones, care has been taken to ensure the signals sent about student achievement are consistent with other national measures of how Georgia students are performing.

The mode of administration for the Georgia Milestones program is online. Paper/pencil test materials, such as Braille forms, will be available for the small number of students who cannot interact with the computer due to their disability as documented in an IEP, IAP/504, or EL-TPC Plan.

The guiding principles for Georgia Milestones ensure the assessment system:

- is sufficiently challenging to ensure Georgia students are well positioned to compete with other students across the United States and internationally;
- is intentionally designed across grade levels to send a clear signal of student progress/growth and preparedness for the next level, be it the next grade level, course, or college or career;
- is accessible to all students, including those with disabilities or limited English proficiency, at all achievement levels;
- supports and informs the state's educator effectiveness initiatives, ensuring items and forms are appropriately sensitive to quality instructional practices; and
- utilizes online administration and includes innovative technology-enhanced items.

Reports yielding information on achievement at the student, class, school, system, and state levels will be produced for Georgia Milestones. Georgia Milestones will report achievement categorized into four achievement levels (*Beginning Learner*, *Developing Learner*, *Proficient Learner*, and *Distinguished Learner*).

End-of-Grade Assessments (EOG) – Grades 3 through 8

Students enrolled in grades three through eight are required to participate in Georgia Milestones annually. Students in grades 3 through 8 are assessed in English language arts (ELA) and mathematics; additionally, students in grades 5 and 8 are assessed in science; and students in grade 8 are assessed in social studies. Students must be assessed in the grade level for which they are reported for FTE purposes; no out-of-grade/off-grade testing is permitted. Systems and schools must have a process in

place to ensure that students are being administered the correct test. Errors on this front carry far-reaching implications and may be irreparable. Students must participate in all content areas identified for their grade level.

The EOG content assessments align with the Georgia’s state-adopted content standards and include assessment of specific content knowledge and skills inherent in each grade. The tests provide information to help identify student strengths and areas of improvement in learning and provide data to evaluate the effectiveness of classroom instruction at the school and system levels. As such, the measures contribute to the state’s accountability system – the College and Career Ready Performance Index (CCRPI).

Results of the EOG, according to the legislated and identified purposes, must:

- provide a valid measure of student achievement of the state-adopted content standards across the full achievement continuum;
- provide a clear signal of the student’s preparedness for the next educational level;
- allow for the detection of the progress made by each student from one academic year to the next;
- be suitable for use in promotion and retention decisions at grades 3 (reading), 5 (reading and mathematics), and 8 (reading and mathematics);
- support and inform the educator effectiveness measures; and
- inform state and federal accountability measures at the school, system, and state levels.

EOG Timing Parameters for All Content Areas

The typical testing time represents the range of time most students will use to complete the assessment. If needed, however, students are allowed up to the maximum testing time to complete the assessment.

Content Area	Section	Typical Testing Time	Max Testing Time
ELA	1	45-65	90
	2	40-60	80
	3	40-60	80
Math	1	30-50	65
	2	30-50	65
Science	1	20-30	40
	2	20-30	40
Social Studies	1	15-25	35
	2	15-25	35

Maintaining test security and test integrity is critical. Students and teachers need to understand test protocols and the ramifications of not following testing procedures, as outlined in test administration manuals. Administration times are found in the Test Administration Manuals and include additional time needed for pre-administration and post-administration activities such as materials distribution and collection. Aside from the administration of the test, additional time is required for disseminating materials and other test administration protocols, such as reading the directions to students.

Local systems that participate in joint programs where students are enrolled from two or more systems (such as GNETS or other similar entities), must engage in collaborative planning regarding how their

local testing calendars relate to the joint program. To the greatest degree possible, these sites must adhere to common calendars for the EOGs.

Scheduling Milestones End of Grade Assessments

Due to changes in school calendars and instructional settings for students due to the COVID-19 pandemic that potentially impact test administrations, current 2020-2021 assessment protocol may require additional flexibility options. In the event of local scenarios that require additional scheduling flexibility, the STC should contact the assigned Assessment Specialist for guidance.

- During the state testing window, systems shall develop a local testing window within 25 school days of the school system's last school day of the regular school year.
- The Milestones EOG Assessments are to be administered online.
- The system sets the order of administration for EOG grade level content. Each grade level can be scheduled independent of other grades.
- The actual time of day for test administration may vary from school to school. Morning and afternoon test sessions are allowed.
- The local testing calendar can encompass the entire state testing window; however, individual grade-level content assessments must maintain the same testing dates across all schools within the district (e.g. 3rd grade ELA sections in all elementary schools must be scheduled on the same days across the district).
- The local calendar can be scheduled around spring break; however, if a grade-level content test starts before spring break, it must be completed before spring break.
- For each grade-level content assessment, systems may elect a one-day or a multiple-day administration. All sections must be completed on the same day or on consecutive days during the same week. At no time, should some students in the same grade complete a test one week and another group of students in the same grade complete the same test the following week.
- The ELA EOG content assessment consists of three sections. Section 1, the Reading and Evidence-Based Writing (REBW) portion of ELA must be administered on a separate day from (and prior to) the two following sections of ELA (make-ups excluded). A student who was absent from ELA, section 1, can make up that section later during a scheduled make-up session during the local assessment window. *An exception to this guidance would occur should a student need to make up multiple content areas and there are not enough days left in the local testing window to comply with this requirement.*
- Students may be given a short break between sections of the content assessments.
- Students in or returning from Hospital Homebound services may require flexibility. STCs are encouraged to discuss individual cases with the assigned GaDOE Assessment Specialist for guidance.
- Local systems that participate in joint programs, where students are enrolled from two or more systems (such as career academies, GNETS, or other similar entities), must engage in collaborative planning regarding how their local testing calendars relate to the joint program. To the greatest degree possible, these sites must adhere to the scheduling principles addressed in this Handbook. Diligent attention must be given to the development of a schedule that protects the security and integrity of the test administration. Systems should regularly review school scheduling practices to ensure secure test administration.
 - Students must be assigned test sessions based on FTE enrollment. The district to which the student is assigned for FTE enrollment is responsible for all testing activities and must work with joint programs to ensure proper examiner training occurs, test sessions are assigned, and test tickets and materials are delivered to the program, etc.
 - If further guidance is necessary, contact the Assessment Administration Division to discuss scheduling scenarios at least six weeks before your local testing window opens. Additional

scheduling guidelines and parameters will be provided in supplemental guidance (memoranda, pre-administration webinars, testing manuals, etc.).

Using EOG ELA as a sample, the following are some possible examples of scheduling options for the EOG Milestones Assessments:

- Two-day administration: **All** students test ELA/Section 1 on Monday and ELA/Section 2 and 3 on Tuesday.
- Three-day administration: All students test ELA/Section 1 on Monday, Section 2 on Tuesday, and Section 3 on Wednesday.

Using EOG Mathematics as a sample, the following are some possible examples of scheduling options for the EOG Milestones Assessments:

- One-day administration: **All** students take Mathematics/Section 1 in a morning session and Mathematic/Section 2 in an afternoon session or **All** students take both Mathematics/Sections 1 and 2 in one session that is divided by a break.
- Two-day administration: **All** students test Mathematics/Section 1 on Monday and Mathematics/Section 2 on Tuesday.

Block scheduling: **All** students take Mathematics/Section 1 on Monday and take Mathematics/Section 2 on Tuesday using a two-day administration or Cohort A takes Mathematics/Sections 1 and 2 on Monday and Cohort B takes Mathematics/Sections 1 and 2 on Tuesday, using a one-day administration.

Reporting

Results will be provided at the student, class, school, system, and state levels. Student results will be reported in terms of criterion-referenced proficiency designations (i.e., the degree to which the student has mastered the standards within each grade and content area using four performance levels). To provide reliable measures, as well as structure to the end of grade measures, content standards have been grouped into reporting categories, referred to as domains, based on similar content characteristics. Additionally, norm-referenced scores, designed to signal how Georgia students achieve relative to their peers nationally, will be provided in the form of an estimated national percentile rank range. Note that only the criterion-referenced proficiency designations will be used in the educator effectiveness measures and for state and federal accountability. Systems will first receive preliminary class roster reports and individual student reports (ISRs) in electronic format, with final electronic reports to follow. Preliminary ISRs vary from the final ISRs only in that they will not include the student comparisons to their school, their system, and the state. Systems will also receive summary reports in electronic format.

Georgia Milestones and the Promotion, Placement, and Retention Law

The Georgia Promotion, Placement, and Retention law (O.C.G.A., Section 20-2-282 through 20-2-285) and SBOE Rule 160-4-2-.11 mandate the following:

- All third-grade students must achieve grade level scores on the state-adopted assessment in Reading to be promoted.
- All fifth-grade students must have achieved grade level scores in Reading and Mathematics on the state-adopted assessment to be promoted.
- All eighth-grade students must have achieved grade level scores in Reading and Mathematics state-adopted assessment to be promoted.

Georgia Milestones will provide a reading grade level designation (*Below Grade Level* or *Grade Level or Above*) for the purpose of determining eligibility for promotion in the area of reading. In mathematics, students who attain the *Developing Learner* Achievement Level are eligible for promotion to the next

grade. The learning of these students should be monitored for progress in that next grade. **These students are not required to, nor should they, participate in the retest administration.** Students who score *Below Grade Level* in reading and/or in the *Beginning Learner* achievement level in mathematics are retained under these provisions and should participate in the EOG retest administration.

School systems and charter systems that have elected to waive the Georgia Promotion, Placement, and Retention law through flexibility contracts with the GaDOE may have local policies governing student promotion to the next grade and may or may not require a retest administration.

Additional information on Georgia's Promotion, Placement, and Retention law and guidance, is located on the Policy Division page at the following link: [GaDOE Policy Promotion & Retention](#).

For more information about the EOG content assessments, contact the Assessment Administration Division at 404-656-2668 or 800-634-4106.

End-of-Course (EOC) Assessments – Middle/High School

Students enrolled in any of the four core courses identified by the SBOE are required to participate in the Georgia Milestones EOC assessment at the end of each course. The core courses include the following: American Literature and Composition, Algebra I/Coordinate Algebra, Biology, and United States History. The EOC course assessments align with the Georgia's state-adopted content standards and include assessment of the specific content knowledge and skills inherent in each course. The EOCs provide information to help identify student strengths and areas of improvement in learning and provide data to evaluate the effectiveness of classroom instruction at the school and system levels. As such, the measures contribute to the state's accountability system – the CCRPI. Systems and schools must have a process in place to ensure that students are being administered the correct test. Errors on this front carry grading and accountability implications and may be irreparable.

Results of the EOC, according to the legislated and identified purposes, must:

- provide a valid measure of student achievement of the state content standards across the full achievement continuum;
- serve as the final exam for the course, contributing a percentage weight to the student's final course grade;
- provide a clear signal of the student's preparedness for the next course and ultimately post-secondary endeavors (college and career);
- allow for the detection of the progress made by each student from one assessed course to the next;
- support and inform educator effectiveness measures; and
- inform state and federal accountability measures at the school, system, and state levels.

Additional uses of the EOC include: (1) certifying student proficiency prior to the awarding of credit for students enrolling from non-accredited private schools, home study programs, or other non-traditional educational centers; and (2) allowing eligible students to demonstrate competency prior to taking the course and earn course credit (e.g. 'test-out'). In both cases, students are allotted one administration.

Systems must designate the purpose of each EOC administered through Pre-ID transmission to GaDOE Data Collections, multiple student (direct) upload to the testing platform, manual entry in the online testing platform, or by hand-coding a paper-pencil answer document. Please refer to the list below for definitions of each of the designated purposes:

- **Completion of Course:** Student is completing a current course enrollment associated with an EOC
- **Makeup from previous administration:** Student is completing ("making-up") their EOC requirement that stems from a previous EOC administration window

- **Retest:** Student is retesting due to a Grade Conversion Score below 70 received during a previous administration
- **Test-Out:** Student is attempting to demonstrate subject area competency for an EOC course, that they have not yet taken (as described elsewhere in this Handbook and in keeping with State Board Rule 160-5-1-.15)
- **Validation of Credit:** Student is enrolling from a non-accredited home study program, private school, or non-traditional educational entity and requires an EOC Grade Conversion score of 70 or above for the local system to post credit to their transcript (in keeping with State Board Rule 160-5-1-.15)

The Georgia Milestones EOC assessments are administered multiple times annually to accommodate students completing courses at various stages during the school year and, in addition, the purposes listed above. Given the multiple testing windows throughout the school year, “special administrations” of the EOCs outside of these windows are not available. To accommodate varying course and school schedules, mid-month online assessments will also be available in designated months throughout the year. The following table illustrates when the EOCs may be administered for each of the above-mentioned purposes.

	Fall Mid-Month (MM)				Winter Main Administration	Spring Mid-Month (MM)			Spring Main Administration	Summer Main Administration
	August	September	October	November		January	February	March		
Completion of Course	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Makeup from Previous Administration	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Validation of Credit	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Test Out	Yes	Yes						Yes		Yes
Retest	Yes	Yes	Yes	Yes		Yes	Yes	Yes		Yes

Student Administration Guidelines

Any student, regardless of grade-level, enrolled in an EOC course must take the appropriate Georgia Milestones EOC measure. This includes the following groups.

- **Completion of Course:**
 - Students who complete a course at the end of one semester or some block scheduling models will be tested at the completion of the course.
 - Students following a traditionally scheduled (36-week) course will be tested at the end of the second semester of the course.
 - Students enrolled in credit recovery or “make-up” courses that will award credit for an EOC-associated course that the student previously failed will be tested at the completion of the course.
 - Students who fail to earn high school credit for exempted AP/IB courses are not eligible for the exemption and must take the EOC at the time they re-enroll in the EOC course.
- **Non-Standard Enrollments:**
 - Middle school students who are enrolled in an EOC course will be tested – regardless of whether or not they are awarded high school credit for the course.

- Middle school students must take the associated grade-level content EOG and the enrolled EOC course assessment.
 - Students enrolled in alternative schools and GNETS locations must take the EOC for any EOC course in which they are enrolled.
 - Students enrolled in a Georgia public school while also enrolled in a private school, home study program, or non-traditional educational center for which they receive graduation credit for one of the required courses associated with a Georgia Milestones EOC measure must take the EOC. These students must take the Georgia Milestones EOC regardless of the private school, home study program, or non-traditional educational center's accreditation status. It is the responsibility of the local school system to determine whether criteria are met for awarding credit.
 - Students enrolling from non-accredited programs, non-accredited schools, or non-traditional educational entities must earn a grade conversion score of 70 on the Georgia Milestones EOC to receive credit from the public school for a course associated with a Georgia Milestones EOC measure.
- Allowable Exemptions:
 - Advanced Placement (AP)/International Baccalaureate (IB)/Dual Enrollment (DE)
 - A student shall be exempt from taking the U.S. History end-of-course assessment if he or she passes an AP/IB/DE U.S. History course for core credit. (State Board Rule 160-3-1-.07 Testing Programs-Student Assessment).
 - All students enrolled in American Literature and Composition, Algebra I/Coordinate Algebra, and Biology must take the EOC.
 - Students who fail to earn high school credit for exempted AP/IB/DE courses are not eligible for the exemption and must take the EOC at the time they re-enroll in the EOC course at the high school.
 - Each local board of education shall establish 70 as the minimum passing score for all subjects/courses taught in grades 4-12 in the public schools of the state as defined in State Board Rule 160-4-2-.13 (Statewide Passing Score).

If there are specific situations that require further discussion, the STC should contact the Assessment Division.

Additional Student Administration Guidelines

Due to changes in school calendars and instructional settings for students due to the COVID-19 pandemic that potentially impact test administrations, current 2020-2021 assessment protocol may require additional flexibility options. In the event of local scenarios that require additional scheduling flexibility, the STC should contact the assigned Assessment Specialist for guidance.

- Local systems must set testing dates across all schools within the district for each course content assessment (e.g. course assessments must be administered on the same days across the district).
- Systems may elect a one-day or a multiple-day administration. All sections must be completed on the same day or on consecutive days during the same week. At no time, should some students complete a test one week and another group of students complete the same test the following week.
- The actual time of day for test administration may vary from school to school. Morning and afternoon test sessions are allowed.
- Section 1, the Reading and Evidence-Based Writing (REBW) portion of ELA must be administered on a separate day from (and prior to) the two following sections of ELA (make-ups excluded). *An exception to this guidance would occur should a student need to make up multiple content areas and there are not enough days left in the local testing window to comply with this requirement.*

- The system sets the order of administration for the EOC assessments.
- The local calendar can be scheduled around spring break; however, if a course content test starts before spring break, it must be completed before spring break.
- Local systems that participate in joint programs, where students are enrolled from two or more systems (such as career academies, GNETS, or other similar entities), must engage in collaborative planning regarding how their local testing calendars relate to the joint program. To the greatest degree possible, these sites must adhere to the scheduling principles addressed in this Handbook. Diligent attention must be given to the development of a schedule that protects the security and integrity of the test administration. Systems should regularly review school scheduling practices to ensure secure test administration.
 - Students must be assigned test sessions based on FTE enrollment. The district to which the student is assigned for FTE enrollment is responsible for all testing activities and must work with joint programs to ensure proper examiner training occurs, test sessions are assigned, and test tickets and materials are delivered to the program, etc.
 - If further guidance is necessary, contact the Assessment Administration Division to discuss scheduling scenarios at least six weeks before your local testing window opens. Additional scheduling guidelines and parameters will be provided in supplemental guidance (memoranda, pre-administration webinars, testing manuals, etc.).

EOC Timing Parameters for All content Areas

The typical testing time represents the range of time most students will use to complete the assessment. If needed, however, students are allowed up to the maximum testing time to complete the assessment.

Content Area	Section	Typical Testing Time	Max Testing Time
ELA	1	45-65	90
	2	40-60	80
	3	40-60	80
Math	1	30-50	65
	2	30-50	65
Science	1	20-30	40
	2	20-30	40
Social Studies	1	15-25	35
	2	15-25	35

Maintaining test security and test integrity is critical. Students and teachers need to understand test protocols and the ramifications of not following testing procedures. Allowing flexibility in the scheduling of the EOC, to meet the variety of school schedules that exist, is dependent upon everyone involved in the administration protecting the integrity of the program. Total administration time for the tests is above with additional time needed for pre-administration and post-administration activities such as materials distribution and collection.

Aside from the administration of the test, additional time is required for disseminating materials and other test administration protocols, such as reading the directions to students. Dependent upon the scheduling model in place in their school/system, students may complete Sections 1 and 2 in day one or Section 1 in day one and Section 2 in day two.

Using the EOC Biology as a sample, the following are some possible examples of scheduling options for the EOC Milestones Assessments:

- **One-day administration:** **All** students take Biology/Section 1 in a morning session and Biology/Section 2 in an afternoon session or **All** students take both Biology/Sections 1 and 2 in one session that is divided by a break.
- **Two-day administration:** **All** students test Biology/Section 1 on Monday and Biology/Section 2 on Tuesday during scheduled class periods.
- **Block scheduling:** **All** students take Biology/Section 1 on Monday and take Biology/Section 2 on Tuesday using a two-day administration or Cohort A takes Biology/Sections 1 and 2 on Monday and Cohort B takes Biology/Sections 1 and 2 on Tuesday, using a one-day administration.

Alternative School Settings

Students enrolled in alternative school settings (e.g. night school programs) will be tested during the state testing window. The schedule may be altered from the system test dates to meet the alternative program course schedule, if needed. For example, the system may be using a one-day administration; the night school may need to use a two-day administration.

Grading

A student's final grade in an EOC course will be determined using a combination of the student's grade in the course, (as stated by the course teacher) and the EOC score. The final grade in the course will be calculated using the teacher grade as 80% and the EOC score as 20% of the final grade (or 15% where applicable by State Board Rule). Students must earn a 70 or higher as the **final course** grade to pass the course and earn course credit.

Students who repeat an EOC course, would participate in the EOC at the end of the repeated course given that the EOC serves as the final exam. Schools that award 1.0 credit upon completion of a year-long course, should average the EOC as 20% of the final grade. Schools that award 0.5 credit at the end of the first semester, and 0.5 credit at the end of the second semester, should average the EOC in as 20% of the final second semester course grade. Please consult Board Rule 160-4-2-.13 (STATEWIDE PASSING SCORE) regarding the inclusion of EOC Grade Conversion scores on report cards.

If a student is not present for an EOC administration (main or mid-month), the system may issue an Incomplete and allow the student to test during a subsequent testing window (main or mid-month within the same semester or school year). The subsequent test window should not extend significantly beyond the instructional period. Unexcused absences should not be considered appropriate reasoning for excessive opportunities for tests or retests. This Incomplete may remain as the student's course grade until their testing requirement is fulfilled. If, after attempts have been made to have the student test in an administration window, the student does not take the EOC, the course grade shall reflect that the student did not participate in the test. The system may issue a zero as 20% of the final course grade. There should be sufficient documentation to indicate the student was notified of testing opportunities and did not participate. The EOC is Georgia's assessment utilized for federal high school accountability. **As a result, systems must provide for the participation of all students in completion of an EOC course.**

Demonstrating Subject Area Competency ("Testing-Out")

As provided for in State Board of Education Rule 160-5-1-.15 (AWARDING UNITS OF CREDIT AND ACCEPTANCE OF TRANSFER CREDIT AND/OR GRADES) adopted by the Board in April 2013, the opportunity exists for students to demonstrate subject area competency ("test-out") for any course for which there is an associated EOC and earn credit for the course through that process. Students who reach the **Distinguished Learner** achievement level will have reached the required threshold for the awarding of course credit.

Under the provisions of the Rule and guidelines, local boards of education shall award course credit to students who reach a designated performance level on an EOC taken prior to taking the course. For example, a student may attempt the Biology EOC prior to taking the course. If the student reaches the *Distinguished Learner* achievement level, the local board of education shall award the student the Biology course credit. A student may test-out of any course that has an associated EOC. As stated in this Rule, students may earn no more than three units of credit by demonstrating subject area competency in this fashion.

Students must meet the following eligibility requirements to exercise this option:

1. Not currently or previously enrolled in the course;
2. Have earned a grade of B or better in the most recent course that is the same content area of the course for which the student is attempting the EOC;
3. Received a teacher recommendation from the teacher of the most recent course in the same content area (or, if not available, a teacher in the same content area with knowledge of the student's academic achievement) for which the student is attempting the EOC; and
4. Received parent/guardian permission if the student is less than 18 years of age.

Schools should carefully consider which students would benefit from such an opportunity and advise accordingly. As part of the advisement process, schools should consider the likelihood for success in future courses that may require knowledge and skills that are inherent within the course. In addition, the student's post-secondary plans and needs must be considered. The test-out option should not be exercised for students without deliberation and clear evidence of the likelihood of student success both on the test itself and in future coursework/endeavors. Students who do not meet the eligibility criteria above must not be assessed for this purpose.

When allowing students to attempt to earn course credit through testing out, local boards of education shall:

1. Allow eligible students **only one opportunity per course** to demonstrate subject area competency.
2. Systems must utilize only the GaDOE designated administration windows for this purpose and all administrations must be conducted online.
3. **Local systems will be required to identify individual students who are testing for this purpose when the student is registered in the online platform.** This is critical to ensure the proper designation of the test for scoring and reporting purposes. Failure to do so may result in additional fees being invoiced to the system to correct data file/report errors.
4. Require students who do not reach the designated achievement level of *Distinguished Learner* when attempting to test-out to enroll in and complete the associated course when applicable. The student would again take the EOC at the conclusion of that course experience regardless of their score during their attempt to test-out. As outlined in long-standing guidance for the previous EOCT program ([Guidance: Georgia State Board of Education Rule 160-5-1-.15 Awarding Units of Credit and Acceptance of Transfer Credit and/or Grades updated January 5, 2018](#)), **EOC scores may not be banked.**
5. As stipulated in the Guidelines previously issued for this Board rule, systems/schools shall not allow students who are currently enrolled, or who have previously been enrolled, in a higher-level course to attempt to earn credit by testing out.
6. **The administration of all EOCs for this purpose must adhere to the system's local EOC testing calendar. This stipulation is critical to ensure test security.** For example, students taking an approved EOC for the purposes of testing out must be administered the test on the same day or consecutive days that the system is administering the same EOC to all other students.

7. Systems should develop a local policy to address instances where a student has opted to test-out and has achieved the *Distinguished Learner* achievement level, but then decides that they prefer to take the course instead. Should systems permit students to do this, they must notify the GaDOE Assessment Administration Division and incur the costs for the student's test-out administration.

Systems and schools will incur no charge for students who meet the eligibility criteria and achieve the *Distinguished Learner* achievement level. Systems and schools will incur a charge for students who fail to achieve this designated achievement level. The established fee is \$50.00 per test.

As stipulated in the previously issued Guidelines related to this rule, local boards of education may develop policies related to the collection of these costs from parents or students, provided that such policies require school or school system personnel to inform the parent or student of potential costs prior to the EOC administration.

The opportunity for students to test-out may be offered by local school systems during specified EOC Mid-Month windows and during the annual Summer Main Administration. This option is not available during the Winter or Spring Main Administrations. Systems and schools must plan accordingly.

All test administrations for this purpose must be conducted online. **It is critical, and required, that schools code the "Purpose" field as "Test-Out" for all such test administrations that occur.**

Systems may request paper/pencil materials, such as Braille, for a student with a documented disability that prevents the student from accessing the assessment in an online format. A request for such forms must be made a minimum of **four weeks** prior to the planned test administration. Please note that the online test format includes allowable settings to deliver a large font version.

End of Course Administration to Transfer Students

As stated in State Board Rule 160-1-5-.15 (AWARDING OF UNITS OF CREDIT AND ACCEPTANCE OF TRANSFER CREDIT AND/OR GRADES) and supporting guidelines issued by GaDOE, local boards of education shall administer the EOC to students enrolled in a Georgia public school while also enrolled in a private school, home study program, or non-traditional educational centers for which they receive graduation credit for one of the required courses associated with an EOC. These students must take the EOC regardless of the private school, home study program, or non-traditional educational center's accreditation status. As an example, a student is enrolled in a public high school and attends an accredited private school in the evenings taking American Literature. This student is required to take the American Literature EOC before receiving credit from the public school for that course because the student was enrolled in both institutions at the same time. It is the responsibility of the local school system to determine whether criteria are met for awarding credit.

Local boards of education shall not require students who enroll in a Georgia public school from accredited schools to take and pass the EOC to receive credit for a course associated with an EOC unless the student was concurrently enrolled in a Georgia public school while taking the course at an accredited private school. As an example, a student was enrolled in an accredited private school and received credit for Biology. Upon enrollment in a Georgia public school, this student shall be given course credit for Biology (and no EOC is required) as the private school was accredited by an entity listed in Board rule at the time the student earned the credit.

Local boards of education shall require students who enroll from non-accredited private schools, home study programs, or other non-traditional educational centers to take the EOC and earn a minimum of 70 grade conversion score to receive credit for the course. A student enrolling from a non-accredited

school may receive one test administration opportunity to demonstrate proficiency to earn credit for a course that requires the EOC. If the student does not pass the EOC on that administration, the local board of education shall not grant credit for that course. If the course is required to be eligible to receive a high school diploma, the student shall enroll in the course and take the EOC at the completion of the course. Local policy may also specify additional criteria for acceptance of transfer credit for currently enrolled students.

EOC Retest Administrations

Eligibility for retests

Students who received a **Grade Conversion Score below 70 are eligible to participate in EOC retest administrations.**

Consideration should be given to whether a retest would be in a student's best interest. **Students are not required to participate in retest administrations.** Students who "passed" (Grade Conversion Score of 70 or above) the EOC are not eligible to retest, regardless of whether they passed the course or not. **The decision about the use of EOC retest results in amending an original course grade is a local one.**

Eligible students may participate in a retest administration only once within the same semester or school year in which the student was enrolled in the associated course with the exception of the summer and August mid-month administration. **The subsequent test window should not extend significantly beyond the instructional period. Unexcused absences should not be considered appropriate reasons for excessive opportunities for tests or retests.** For example, a student who did not **obtain a Grade Conversion score of 70 or above** on the Biology EOC in Winter 2020 is eligible to participate in any of the Spring mid-month windows that follow the Winter 2020 administration within the 2020-2021 school year. The student is limited to one retest opportunity. **Systems/Schools should document their processes and attempts to notify students of their retest opportunity.**

Administration of Retests

All EOC retest administrations must be administered online and should occur only after a period of targeted remediation. Systems may request paper/pencil materials for a student with a disability that prevents the student from accessing the assessment in an online format. Braille and Large Print will be available for students who require these formats. Please note that the online platform can deliver a large print version through scalable fonts. Retest administrations will be offered multiple times during the year as part of the Mid-Month administrations and the Summer Main Administration. Systems may retest at any time during these windows but must adhere to the standard scheduling guidelines discussed earlier in the EOC portion of this Handbook.

Students may NOT retest during the same administration as their original test administration. For instance, a student who scores below a 70 during the October Mid-Month may NOT retest during the November Mid-Month. **It is critical, and required, that schools code the "Purpose" field as "Retest" for all such test administrations that occur.**

While the presence of multiple windows to administer retests is designed to allow systems to customize their local remediation opportunities, they are not intended to allow for an excessive period of time between the conclusion of the course, the original EOC administration, and the retest. The administration of retests should adhere to the parameters noted in the table on the next page:

	Fall Mid-Month (MM)				Winter Main	Spring Mid-Month (MM)			Spring Main	Retest During Summer Main
	Retest in August	Retest in September	Retest in October	Retest in November		Retest in January	Retest in February	Retest in March		
Original EOC Administration	Spring MM				No Retests Allowed	Fall MM	Fall MM		No Retests Allowed	Spring MM
	Spring Main	Spring Main				Winter Main	Winter Main	Winter Main		Spring Main
	Summer Main	Summer Main	Summer Main							

For example, a student taking an EOC during the Spring Main administration but scores below a 70 is eligible for retest during the Summer Main and/or Fall Mid-Month administrations. A student taking an EOC during the Winter Main administration but scores below a 70 is eligible for retest during the Spring Mid-Month and/or Summer Main administrations.

Retests may NOT be conducted during the Spring and Winter Main Administration windows. All students who are eligible to retest should do so after having completed a targeted period of remediation designed by their local system/school. However, a student should not be denied the opportunity to retest as a result of non-participation in remediation. For eligible students who did not retest, there should be sufficient documentation to indicate the student was notified of opportunities to retest and did not participate and formal assignment of a grade applied. It is recommended that parents/guardians are notified of the opportunities to retest. Students in or returning from Hospital Homebound services may require flexibility. STCs are encouraged to discuss individual cases with the assigned GaDOE Assessment Specialist for guidance.

Reporting

Results will be provided at the student, class, school, system, and state levels. Student results will be reported in terms of criterion-referenced proficiency designations (i.e., the degree to which the student has mastered the standards within each course using four performance levels). To provide reliable measures, as well as structure to the end of course assessments, content standards have been grouped into reporting categories, referred to as domains, based on similar content characteristics. Additionally, norm-referenced scores, designed to signal how Georgia students achieve relative to their peers nationally, will be provided in the form of a national percentile range. Note that only the criterion-referenced proficiency designations will be used in the educator effectiveness measures and for state and federal accountability. Systems will first receive preliminary class roster reports and individual student reports (ISRs) in electronic format, with final electronic reports to follow. Preliminary ISRs vary from the final ISRs only in that they will not include the student comparisons to their school, their system, and the state. Systems will receive summary reports in electronic format.

For more information about the EOC measures, contact the Assessment Administration Division at 404-656-2668 or 800-634-4106.

National Assessment of Educational Progress (NAEP)

Overview

Grades 4, 8, and 12

The National Assessment of Educational Progress (NAEP) is a congressionally mandated project overseen by the National Center for Education Statistics, a branch of the U.S. Department of Education. Commonly known as *The Nation's Report Card*, NAEP has collected nationally representative data since 1969 about what American school children know and can do in a variety of key subject areas. NAEP shows patterns of student achievement over time in core content areas, such as reading, writing, mathematics, and science. NAEP is the only on-going study that tracks trends in student achievement at the elementary, middle, and high school levels.

The assessments follow subject-area frameworks developed by the National Assessment Governing Board (NAGB) and use the latest advances in assessment methodology. These assessments are distinguished from NAEP Long-Term Trend, (LTT) which, although national, uses frameworks and questions that remain constant over time.

National NAEP

National NAEP reports information for the nation and specific geographic regions of the country. It includes students drawn from both public and nonpublic schools.

The national sample is a subset of the combined sample of students assessed in each participating state, plus an additional sample from the states that did not participate in the state assessment. This additional sample ensures that the national sample is representative of the total national student population.

State NAEP

Since 1990, NAEP assessments have also been conducted to give results for participating states. In its content, the state assessment is identical to the assessment conducted nationally. Representative samples of students are selected for each participating jurisdiction/state.

Like the national assessment, state NAEP does not provide individual scores for the students or schools assessed. Instead, NAEP provides results about subject-matter achievement, instructional experiences, and school environment, and reports these results for populations of students (e.g. fourth graders) and subgroups of those populations (e.g. male students or Hispanic students).

The 2021 assessment will include the math and reading for grades 4 and 8 for state results. The assessment window is January 25 – March 5, 2021 and includes national testing at grade 8 in civics and United States History.

Federal and State Requirements

Georgia's participation in the NAEP assessment is required by the SBOE, State Board Rule 160-3-1-.07, and is also required by Georgia law, O.C.G.A, Section 20-2-281. NAEP participation in the biennial assessment in reading and mathematics at grades 4 and 8 is required by federal law, ESSA HR1 Title I Part A, Sec. 1111 and HR 1 Title VI, Part A.

Test Administration Accommodations Provided in NAEP

Accommodations in the testing environment or administration procedures are provided for students with disabilities and students with limited English proficiency. A list of allowable accommodations is in the Assessing Special Populations section of this manual.

Ways Educators Can Use NAEP Results in Their Work

- [Item Map](#) links released questions (by selected subject and grade) to scale score map
- About one third of items from each assessment are released each year and reside in the [NAEP Questions Tool](#) database, released items include answer keys, scoring guides, content and process descriptions, jurisdiction performance and student exemplars
- [Interactive Items](#) from computer-based assessments
- [Test Yourself](#) with questions from each of the assessed subjects
- Customizable tables and graphics to display results through [NAEP Data Explorer](#)

For more information about NAEP see the Web site at <http://nces.ed.gov/nationsreportcard/about/> or you may go to the GaDOE NAEP site at: [National Assessment of Educational Progress \(NAEP\) National Assessment of Educational Progress \(NAEP\)](#).

For more information about [NAEP](#), contact the Assessment Administration Division at 404-656-2668 or 800-634-4106.

FORMATIVE ASSESSMENT OPTIONS AND RESOURCES

DRC BEACON

Overview

Grades 3-8

DRC BEACON is a through-year, computer adaptive, formative interim assessment system in ELA and mathematics in grades 3-8 that measures progress throughout the school year, allowing educators to target instruction and make informed decisions. It is mapped to the Georgia Standards of Excellence (GSE), adjusts difficulty to meet students where they are, and minimizes testing time. BEACON can be administered multiple times throughout the school year, providing projected growth data and pinpointing skill areas needing more attention. It is also administered on the same platform as Georgia Milestones, and includes the same universal tools and accommodations. DRC BEACON is based on the foundational model of teaching and learning with a continuous cycle of teaching, assessing, reflecting on the data and reteaching as necessary. Interim or benchmark assessments are part of high-quality teaching.

Description

DRC BEACON is a computer-adaptive test, which allows for greater precision across a wide range of achievement levels. Item difficulty adjusts to student ability and pinpoints a realistic indication of “where students are.” Because the test adapts to the student’s level, results provide relevant, individualized data in a shorter period of time. Fewer test items are needed to discern results while still ensuring that students are assessed according to the test blueprints, or standards that need to be covered. Reports come back with specific data identifying student strengths and weaknesses. This means useful data to inform instruction with more time saved for instruction and learning.

Further, the adaptive nature of DRC BEACON makes it appropriate for students with a wide range of skills and needs. In BEACON, students have access to the industry-leading list of accessibility tools and accommodations that they are accustomed to using with Georgia Milestones. These tools and accommodations fulfill the universal design principles as presented by the National Center on Educational Outcomes and are updated based on user needs and technology enhancements.

Reporting

DRC BEACON provides a robust reporting system allowing teachers, school leaders, and district leaders to carefully design instructional programs and interventions based on formative data. The reporting system also allows for individualization of data analysis. Teachers, in collaboration with parents and students, can set goals and plan instructional interventions to assist students in making the greatest growth in academic achievement. School and district leaders can monitor usage data and the progress of students, classrooms, and schools over time, informing school and district improvement planning.

For more information about [DRC BEACON](#), contact the Assessment Administration Division at 404-656-2668 or 800-634-4106.

Keenville

Overview

Grades 1, 2

Georgia law (O.C.G.A., Section 20-2-181) requires that each local school system administer a research-based formative assessment with a summative component that is tied to performance indicators in English language arts and mathematics in grades one and two. This research-based assessment shall provide for real-time data analysis for students, teachers, school leaders, and parents; allow flexible grouping of students based on skill level; and measure student progress toward grade-level expectations throughout the school year. The GaDOE developed Keenville as the state's solution for formative assessment in grades one and two. Local school systems may elect to use Keenville, or another research-based formative assessment, to comply with state statute.

Description

Keenville is a game-based formative assessment for students in first and second grades. This innovative assessment will provide educators an alternative to traditional assessment routines while providing an assessment platform that students will enjoy. Educators will receive real-time feedback as students interact with the games.

During gameplay, students will encounter the Keens, the fun-loving avatars, and their friends, the Peachlings, who all live and play in the world of Keenville. The Keens and Peachlings will encourage Georgia's first and second grade students to navigate through challenging tasks aligned to English language arts (ELA) and mathematics standards. Students will receive engaging, motivational feedback as they progress through the games within the Keenville world. Accommodations are permitted for students with IEPs and 504 Plans as well as for English learners with accommodations. Teachers should consider any other necessary accommodations for individual students.

Purpose

Keenville provides Georgia educators of first and second grade students a formative measure on essential literacy and numeracy skills gained in the early grades. As a classroom resource, Keenville is designed to promote teaching and learning, guide differentiated instructional practices, and maximize student learning.

Accessing Keenville

Keenville is available to all first and second grade students, teachers, and administrators via the Statewide Longitudinal Data System (SLDS).

Testing Windows

There are no state-mandated testing windows for Keenville. Keenville is designed to be a year-long formative assessment, with games assigned to students after instruction has occurred.

Testing Materials

There are no pre-printed test booklets, as Keenville games are administered online. The *Keenville User Guide* includes details about the content assessed with each game.

Keenville Dashboard

Teachers have the option of generating reports via an interactive dashboard at any time during the year. These reports may be used for instructional planning, Student Support Team (SST) or parent conferences. Teachers can filter student or class progress reports by domain, strand or standard, as well as review student progress by game. Teachers can also export a student progress report that displays year-long progress in each game. Sample reports are provided in the *Keenville User Guide, Part 4: Teacher Dashboard*.

School and System leaders may also generate reports at any time during the year. School leaders can select reports by school, grade, teacher/class, or student, while system leaders can select reports by system, school, grade, teacher/class, or student.

For more information about [Keenville](#), contact the Assessment Administration Division at 404-656-2668 or 800-634-4106.

Formative Instructional Practices Online Professional Learning (FIP)

Overview

The Office for Assessment and Accountability offers opportunities for online professional learning about classroom-based formative assessment to support a quality implementation of the state-adopted content standards. This learning opportunity was launched statewide in 2013-2014 as *Georgia FIP: The Keys to Student Success*. FIP offers a blended model for professional learning to develop assessment literacy skills that assist with understanding and using a balanced assessment system. The content in FIP online learning courses strongly emphasizes the interrelatedness of curriculum, instruction, and assessment. Since FY2014, educators have enrolled in more than 294,842 FIP online learning courses.

Content in Georgia FIP: The Keys to Student Success <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GeorgiaFIP.aspx>

Five sequential Foundations Courses assist teachers, coaches, and leaders in learning to use intentional instructional and assessment behaviors to teach standards and accurately gather information about student learning to plan the next steps for instruction. For leaders and coaches, FIP offers an additional course beyond the Foundation Courses to further develop a district or schoolwide common language about FIP and provide appropriate support to teachers to implement FIP well during the change process. Leaders and coaches can download FIP Facilitation Guides and Participate Materials to lead professional learning communities on the content in each course. After the Foundations Courses, educators can refine use of FIP by enrolling in any of the additional 20 courses based on student needs and professional growth goals. Additional courses target uses of FIP by grade bands and content areas, special populations, and offer guidance on how to create and use oral, written, and selected response assessments, and performance-based, and rubric-based assessments. Online learning time per course ranges from one to two hours. Georgia FIP online learning courses are primarily organized as a series of related professional learning topics as listed below.

- FIP Foundations Series (5 core courses and additional course for Leaders and Coaches)
- Creating Clear Learning Targets Series (7 courses by grade band and ELA/Mathematics)
- Reaching Every Student Series (3 courses on special education, EL and gifted learners)
- Designing Sound Assessments Series (9 courses on oral, written, selected response, and performance and rubric-based assessments)
- Implementing Evidenced-Based Grading (1 course)

Accessing FIP Online Professional Learning

FIP is only available through the web page link above. In FY2017, Georgia FIP online learning content was significantly enhanced through a GaDOE-vendor partnership and FIP modules became known as FIP courses. Georgia FIP revised courses are accessible to educators through unique district office and school access codes. FIP is also accessible to all educators because of 508 compliance features. Access codes are based on the role of the educator as either a leader (administrative) or a teacher (learner). Both administrators and teachers can take courses after creating an individual online learning account using their role-based FIP access code and work email address, but only those with a FIP administrative account can take courses and monitor the online learning progress of staff. To create a FIP individual online learning account with a unique access code, use the "Login to FIP" link on the FIP web page.

Role-based district office and school-unique FIP access codes are in the GaDOE Portal Account of the STC of record with GaDOE. FIP codes are under "District Assessment" in the "Custom" folder and scroll down toward the end for the portal notification about FIP access codes. The codes are based on the district's three-digit state identification number and each school's four-digit state identification number. **FIP access codes do not expire. New Schools and FIP Access** If a new school needs a set of FIP access codes, email the Assessment Specialist for FIP as indicated below. Provide the name of the district and

the district's three-digit state identification number, the name of the new school and the school's four-digit state identification code. The GaDOE Assessment Specialist will work with the vendor to have a set of FIP codes created for the new school and return this information to the STC. The new school will be added to the Georgia FIP online learning portal.

It is recommended that the STC share this page on FIP Professional Learning with the Curriculum Director, Professional Learning Director, Title I Director, and others who support school improvement efforts. For more information about FIP, email the GaDOE Assessment Specialist for FIP at: kharris-wright@doe.k12.ga.us.

TestPad

Overview

TestPad contains test items related to the content standards assessed by the Georgia Milestones Assessment System and NAEP. Teachers and administrators may use TestPad to develop formative and benchmark assessments aligned to the state’s content standards to assist in informing instruction. TestPad is available throughout the school year and resides in the Statewide Longitudinal Data System (SLDS).

Items

TestPad offers released items from Georgia assessments and similar assessments from other states along with items released for this use by NAEP. TestPad also includes formative and benchmark items that were developed in recent years through past initiatives. These particular items are intended to provide examples of tasks/items that assess the rigor of the state’s content standards in English Language Arts, Mathematics, Science, and Social Studies. TestPad allows educators the ability to create their own test items for use on formative assessments.

TestPad also includes constructed response (CR) items. These items will allow teachers to assess in a way that goes beyond Georgia’s long-standing multiple-choice format. These items, like the secure CR items used on operational tests, have been reviewed by Georgia educators.

TestPad Item Collections/Levels

TestPad is comprised of two banks of test items. The Teacher Collection of TestPad is secure and accessible to teachers for creation of tests to evaluate students as they complete instructional units or sequences of instruction. Teachers may design these tests to be taken in class or at home. The System Collection is available for STCs and Curriculum Coordinators to create and assign tests to distribute to an entire district. Within the System Collection, TestPad will offer pre-built assessments to schools/systems.

User Creation

To gain access to TestPad, users enter through their local **Student Information System (SIS)** and **then select SLDS. School districts assign individual access to** TestPad. Students will log into the SLDS Student Portal and click on the “Testing” icon.

User Documentation & Technical Assistance

Several documents to assist in the use of TestPad are posted at: <https://www.gadoe.org/Technology-Services/SLDS/Pages/TestPAD-Training-and-Support.aspx>

Technical assistance is provided by the GaDOE Help Desk at 800-869-1011 or dticket@doe.k12.ga.us.

OTHER ASSESSMENT OPTIONS AND ASSESSMENT LITERACY RESOURCES

College Admissions Placement Tests

PSAT/NMSQT®

The PSAT/NMSQT® is part of an integrated system of tests in the College Board's redesigned SAT Suite of Assessments. Tests include the SAT®, PSAT/NMSQT®, PSAT 10, and PSAT 8/9. All assessments are on a common score scale which makes it easier to consistently measure grade appropriate reading, writing and language, and math skills.

For students, results from the PSAT/NMSQT® are a powerful tool for setting academic goals, promoting, and developing college/career readiness and selecting post-secondary options. The Individual Student Score Report provides an evaluation of students' skills and college/career readiness, and information about Advanced Placement (AP®) (<https://collegereadiness.collegeboard.org/educators>). In addition, students' individual performance data on the PSAT/NMSQT® is linked to AP® Potential, a tool that identifies students who are likely to succeed in Advanced Placement (AP®) courses. School administrators may also use AP® Potential to determine which AP® courses to offer in local schools.

Co-sponsored by the College Board and National Merit Scholarship Corporation, the PSAT/NMSQT® provides an opportunity for eleventh- grade students to compete for scholarships and recognition based on their PSAT/NMSQT® performance. All students participating in the SAT®, PSAT/NMSQT®, PSAT 10, or PSAT 8/9 assessments have access to practice questions and personalized, free SAT® study resources at Khan Academy (<https://www.khanacademy.org/sat>).

Roadtrip Nation, a career guidance tool, is available to PSAT test-takers. (<https://collegeboard.roadtripnation.com/>). Students also have access to BigFuture, a tool used to examine programs available at colleges (<https://bigfuture.collegeboard.org/>).

Through the Online Reporting Portal, educators have access to a variety of data that analyzes performances of individual students as well as the whole school. As an academic diagnostic tool, PSAT/NMSQT® data is useful in evaluating college/career readiness, targeting areas for interventions, and designing and implementing strategies that enhance instruction and improve student achievement.

Schedule workshops about the SAT Suite of Assessments with GaDOE staff listed below.

SAT®

The SAT® is part of the integrated system of tests in the College Board's redesigned SAT Suite of Assessments. Tests include the SAT®, PSAT/NMSQT®, PSAT 10, and PSAT 8/9. All assessments are on a common score scale which makes it easier to consistently measure grade appropriate reading, writing and language, and math skills that students have developed over time. SAT® scores may be used as a tool to predict the academic performance of students in college-level classes. Key components include understanding words in context, measuring close reading by interpreting, synthesizing and using evidence in a variety of sources, and demonstrating mastery of quantitative math skills through problem-solving, data analysis, linear equations/systems, and geometric/trigonometric skills. Because of the reliability and validity of the SAT®, data reports may be used to interpret individual scores within the broader context of aggregate scores and test performances across groups of college-bound seniors and to study educational and demographic changes.

All students completing SAT®, PSAT/NMSQT®, PSAT 10, or PSAT 8/9 assessments have access to practice questions and personalized, free SAT® study resources at Khan Academy (<https://www.khanacademy.org/sat>).

Although most public four-year colleges and universities in Georgia require the SAT® or the ACT® as college entrance exam, each postsecondary institution determines its own standards and test requirements for admission. As a result of the 2016 redesigned SAT Suite of Assessments, the SAT® essay is an optional component. Some colleges may require students to complete the SAT® essay on which students read a passage, explain the development of an argument in the passage and support that argument with evidence.

Students may register for the SAT® online at <https://collegereadiness.collegeboard.org/sat/register>.

Find paper-registration instructions at <https://collegereadiness.collegeboard.org/sat/register/by-mail>.

For more information, contact the Southern Regional Office of The College Board at 770-225-4028.

ACT®

The ACT® Assessment is designed to assess understanding and higher order thinking skills in English, Mathematics, Reading, and Science reasoning. The ACT® reflects students' skills and achievement levels as products of their high school experiences and serves as a measure of their preparation for academic coursework beyond high school. ACT® results are used by postsecondary institutions across the nation for admissions, academic advising, course placement, and scholarship decisions (2016 ACT). Currently, most public four-year colleges and universities in Georgia require the SAT® or the ACT® as a college entrance examination. Each postsecondary institution determines its standards and test requirements for admission. Students may register for the ACT® using a paper registration form available from their school counselor or online at <http://www.actstudent.org>. Information for school administrators is located at <http://www.act.org/content/act/en/k12-educators-and-administrators.html>. Contact ACT® online at <http://www.act.org/content/act/en/contact-act.html>.

Advanced Placement (AP®) Exams

The Advanced Placement (AP®) program is designed to provide high school students with opportunities to earn college or postsecondary credit and/or to determine appropriate placement in postsecondary programs. The College Board sponsors the AP® program with technical operational services provided by Educational Testing Services (ETS) in Princeton, New Jersey. The College Board prepares an Annual Summary Report of data from state and national AP® programs, including performance on AP® exams. Scores on AP® exams range from 1 to 5, with a "5" indicating that the examinee is "extremely well qualified." A score of "3" or higher is usually considered to be a qualifying score for possible college credit and/or placement. Many colleges and universities vary in credits awarded for qualifying scores; however, each college and university set its own policies about awarding credit and placement. Many of these policies can be searched on College Board's AP® Student webpage listed below, along with further information on the specific courses available, the current exam schedule, and tips on preparing for the exam: <https://apstudent.collegeboard.org>.

Contact Information for PSAT, SAT®, ACT® and AP® at Georgia Department of Education:

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/College-Readiness.aspx>

Lexile Scores

The GaDOE has linked the Lexile® Framework for Reading with the Georgia Milestones Assessment Program via the English Language Arts (ELA) assessments in grades 3 through 8 EOG as well as in the high school American Literature and Composition EOC. During the early months of 2015, students from a representative sample of schools across the state participated in the administration of a Lexile test a few weeks prior to the Georgia Milestones administration. During the summer of 2015, the two test files were merged and matched to understand the relationship between the Georgia Milestones ELA scale and the Lexile® Framework. The results of this study produced information that allows students to receive a Lexile score along with their Georgia Milestones ELA scale score without having to take a separate Lexile assessment each year.

What Lexile information is reported via the Georgia Milestones Assessment Program?

The reported Lexile information is very similar to what has been reported in the past. Individual student reports show a Lexile score and a Lexile reading range. This Lexile score is derived from reading and vocabulary items taken on the Georgia Milestones ELA assessment.

What is a Lexile?

A Lexile is a standard score that matches a student’s reading ability with difficulty of text material. Lexiles typically range between 200L and 1700L. Lexile text below 200L represents beginning-reading material, and a student’s Lexile score may have a number in the 100s or the code *BR*. A Lexile can be interpreted as the level of book that a student can read with 75% comprehension. Experts have identified a 75% comprehension level as offering the reader a certain amount of comfort and yet still offering a challenge.

Lexiles and College and Career Readiness

The GaDOE’s content standards promote that students should be ready for college and career after high school. The most important factor for readiness is a student’s ability to read and understand texts of steadily increasing complexity as they progress through school. The Lexile® Framework provides valuable insights into student readiness by measuring both the complexity of college and career texts and a student’s ability to comprehend these texts.

The Lexile® Framework now reflects text complexity expectations for a student’s readiness for college and career, and these are known as the “stretch” Lexile bands. The stretch bands of the Lexile® Framework show an upward trajectory of reading comprehension development through the grades with the goal that all students should be reading at the college and career readiness level by no later than the end of high school. To promote student literacy gains, teachers and parents should encourage students to not only read texts within the appropriate grade-level Lexile band but to also challenge themselves by reading texts at a higher complexity level or within the stretch Lexile bands. Note: The chart on the next page is from: <https://www.lexile.com>

Grade	College & Career Ready “Stretch” Lexile Bands
1	190L to 530L
2	420L to 650L
3	520L to 820L
4	740L to 940L
5	830L to 1010L
6	925L to 1070L
7	970L to 1120L
8	1010L to 1185L
9	1050L to 1260L
10	1080L to 1335L
11 and 12	1185L to 1385L

The Lexile information in the table above helps educators and parents determine what text is appropriate for each grade and what rigor of text students should be reading that will stretch them and help them gain in literacy skills.

How will knowing a student’s Lexile score help?

These Lexile measures can be used to match readers with texts targeting the student’s reading ability; such targeting of reading material is essential for growth in reading ability and helps to monitor student progress towards reading.

Students are more comfortable when they read texts that match their Lexile level. Using Lexile measures, educators can assign and recommend reading materials that will help students develop stronger reading skills. Parents can use Lexile information to select texts that reinforce what teachers are trying to accomplish in the classroom. It is important to note that the Lexile measure does not address the content or quality of the text. Many other factors affect the relationship between a reader and a text, including its content, the age and interests of the reader, and the design of the actual text. The Lexile measure is a good starting point in the text-selection process, but parents and educators should always consider these other factors when making a decision about which text to choose.

Lexile scores provide teachers with a valuable tool. Teachers can use a student’s Lexile score to identify reading material that best matches a student’s reading ability. By finding books that match a student’s Lexile score, the teacher can locate material that the student will comprehend while presenting the student with enough challenge to promote growth of his or her reading ability. Lexiles are a great way for teachers to locate material covering the content of lessons at various reading levels so that all students can access the content.

How do you find books for students using Lexiles?

First, calculate a student’s Lexile range. To do this, add 50 to the student’s reported Lexile measure and subtract 100; in other words, locate 50L above and 100L below their reported Lexile measure. This range represents the boundaries between the easiest kind of reading material for the student and the hardest level at which he/she can read successfully. Select reading material within that Lexile range. You should also consider a student’s interest in particular topics and his/her favorite authors when picking reading material.

Example of a Student’s Lexile Range:

Susie is a fourth-grade student. Her Individual Student Report shows she has a Lexile measure of 640L. Her Lexile range would be 540L to 690L. To find reading material that she can read with at least a 75% comprehension level, select books, magazines, or other reading material within this range.

From Susie’s Lexile range, it appears that she is not well positioned to read and comprehend texts within the “stretch” Lexile band of 740L to 940L to be on the right trajectory for being college and career ready by the end of high school.

Libraries now have many books that have been tagged with a Lexile score. Ask your school media specialist or public librarian to assist in locating books with Lexile scores. Many publishers have had their books “Lexiled” and this information can often be found in the library catalogue system as well as on the book’s copyright page, spine, or back cover.

MetaMetrics, the developer of the Lexile, offers a Lexile book tool called “Find a Book.” This is a tool for connecting students to reading material and contains thousands of books and articles. The user-friendly book-search engine, “Find a Book,” allows parents and students to select books by several criteria, including Lexile score, Lexile range, student’s interests, title, author, etc. You can locate the “Find a Book” search engine at <https://www.lexile.com/fab/ga>.

Where can I find more information about Lexiles?

The Assessment Administration Division of the GaDOE has created a webpage dedicated to [Lexiles and the Lexile® Framework](#) with frequently asked questions. This site will be updated as the work with the Lexile® Framework to the Georgia Milestones Assessment Program continues.

ASSESSING SPECIAL POPULATIONS

Federal and state laws require that all students participate in the state-mandated assessment program, including students with disabilities and English Learners (EL). Specific guidance concerning the inclusion and assessment of students with disabilities and EL students is outlined below; additional guidance is also outlined in each test's administration manual.

Participation of All Students in Assessments

Under the federal Individuals with Disabilities Education Act (IDEA), the Every Student Succeeds Act (ESSA) and the Georgia State Board of Education (SBOE) Rule 160-3-1-.07, all students, including students with disabilities (SWD) and English Language Learners (ELs), must participate in the state's academic content standards and assessments. Where all students are being assessed, students with disabilities in kindergarten, grades 3-8, and 11 must either participate in the general assessment or the alternate assessment (GAA 2.0).

Decisions regarding the participation of students with disabilities in statewide assessment must be made, on a case-by-case basis, by each student's IEP team. The IEP team should (a) consider the purpose of the assessment, (b) consider the feasibility of the student's participation, (c) determine what accommodation(s), if any, the student will need and document this in the student's IEP, and (d) document in the IEP the decision for the student to participate in the general assessment or for the student to participate in the alternate assessment. If the student's IEP team recommends that she/he not participate in the regular statewide assessment, then the IEP must (a) document the reason the student will not participate, and (b) identify participation in the Georgia Alternate Assessment (GAA 2.0). The IEP team must ensure the student meets the eligibility requirements to participate in the GAA 2.0.

The GAA 2.0 is intended for students with the most significant cognitive disabilities in grades 3-8 and 11. Kindergarten students with significant cognitive disabilities are assessed using GKIDS 2.0 and are no longer assessed on GAA 2.0. Instruction for these students is based on alternate academic achievement standards, which are aligned to the Georgia Standards of Excellence at a reduced depth, breadth and complexity. Beginning with students who enroll in ninth grade for the first time on or after the 2020-2021 school year, students who participate in the GAA 2.0 will be eligible for the state-defined alternate diploma rather than the regular high school diploma (SBOE 160-4-2-.48).

All students must be included, to the fullest extent possible, in all statewide assessments and have their assessment results included with Georgia's accountability system. The GaDOE participation requirement is supported by federal legislation requiring the participation of students with disabilities in standards-based instruction and assessment initiatives.

Accommodation(s) considered by local district IEP/IAP teams must be consistent with those used during classroom instruction and assessment. IEP/IAP teams must consider only state-approved accommodations for state-mandated tests. If an accommodation is recommended that is not included in the list of allowable accommodations, approval MUST be received from Assessment and Accountability prior to the inclusion of the accommodation in the student's IEP/IAP and its use. IEP/IAP teams may not include testing accommodations in educational plans which have not been approved by the state.

All decisions regarding participation in the assessment program must be kept on file in the student's permanent record. The determination of appropriate testing accommodations must be considered annually.

Individualized Education Program (IEP) Teams

IEP teams are responsible for decision-making about individual students in the assessment program. IEP teams include the parents, the student when appropriate, regular education teacher(s), special education teacher(s), an LEA representative, an individual who can interpret the instructional implications of evaluation results, and any other individual with expertise or knowledge about the student at the discretion of the parent or school system. The IEP team must review each assessment (local and state) being given at a particular grade or course and determine student participation in the assessment (general vs. alternate) and necessary testing accommodations, if any. The decision to participate in the general or alternate assessment and the accommodations needed, if any, for each assessment must be documented in the IEP. Allowable/approved accommodations are provided in this Handbook. **If an accommodation is recommended that is not included in the list of allowable accommodations for Georgia’s student assessment programs, approval MUST be received from the Assessment Administration Division of the GaDOE prior to the inclusion of the accommodation in the student’s IEP and its use.**

When the student is unable to participate in the general assessment program, the alternate assessment (GAA 2.0) must be administered for state-required assessments and the reason why the student cannot participate in the regular assessment must be documented. The eligibility criteria for participation in the Georgia Alternate Assessment are included in this handbook; the IEP team must ensure the student meets the eligibility requirements to participate in the GAA 2.0.

Participation in Assessments

SBOE rules require that all students receive instruction based on the state-adopted content standards. Most students with disabilities can and should participate in the regular assessment program, with standard accommodations, if needed. All decisions regarding participation on the general or alternate assessment must be documented in the student’s IEP. This includes: 1) which assessments the student will take, 2) what accommodations are needed for each assessment, if any, and, 3) if the student is not participating in regular assessment, why the student is not and how the student will participate in the alternate assessment (GAA 2.0). The Eligibility Criteria for Participation in the Georgia Alternate Assessment is included in this section. The IEP team must ensure the students meets the criteria for participation in the alternate assessment (GAA 2.0).

The GAA 2.0 is intended for students with the most significant cognitive disabilities in grades 3-8 and 11. Instruction for these students is based on alternate academic achievement standards, which are aligned to the Georgia Standards of Excellence at a reduced depth, breadth and complexity. Beginning with students who enroll in ninth grade for the first time on or after the 2020-2021 school year, students who participate in the GAA 2.0 will be eligible for the state-defined alternate diploma rather than the regular high school diploma.

Section 504 Students (Students with Disabilities who are not served in special education)

Section 504 of the Rehabilitation Act of 1973 is a comprehensive civil rights law which addresses the rights of persons with a disability, indicating that “no otherwise qualified [disabled] individual shall, solely by reason of his/her [disability], be excluded from the participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving federal financial assistance.” This law applies to agencies and organizations, including public school systems. The definition of a person with a disability under Section 504 is much broader in scope than that of the IDEA. Under Section 504, the term *disability* refers to a person who (a) has a physical or mental impairment which substantially limits one or more major life activities, (b) has a record of such impairment, or (c) is regarded as having such impairment. Students with a disability under IDEA are entitled to reasonable accommodations to allow their participation in the school programs, activities, and procedures in which their non-disabled

peers participate. Therefore, Section 504 students must be included in state and local assessments with reasonable accommodations, if any, which may be necessary to allow participation in the assessment.

As indicated above, no student identified as having a disability under Section 504 shall “solely by reason of his/her (disability) be excluded from the participation in, be denied the benefits of, or be subject to discrimination.” Thus, students who have been identified as having a disability under the Section 504 guidelines must be included in statewide assessments. In Georgia, the Student Support Team (SST) can satisfy certain 504 requirements with respect to determining the appropriate educational needs of a student. As a result, some students with disabilities may have a 504 Individual Accommodation Plan (IAP) developed by the SST.

Accommodations considered by the SST must be consistent with those used during classroom instruction and assessment. Only state-approved accommodations may be considered and included in the Section 504/IAP. If an accommodation is recommended that is not included in list of allowable accommodations, approval MUST be received from the Assessment Administration Division of the GaDOE prior to the inclusion of the accommodation in the student’s IAP and its use. The SST may not include testing accommodations in Section 504/IAPs which have not been approved by the state.

Local School System Responsibilities

Local school systems have policies and procedures that require the administration of assessments that are not part of the state assessment program. If a local system administers an assessment other than those specified by the state, the assessment must also include students with disabilities or provide an alternate assessment. Students with disabilities may not be excluded if an assessment is administered to all students in a particular grade, class, or school. Local school systems must continue to review all assessments administered at the district’s discretion and plan for accommodations or for alternate assessment. The system should have policies and guidelines for including students with disabilities in locally administered assessments. Systems may not use Georgia Alternate Assessment in lieu of local assessments.

Embedded Universal Tools Available to All Students

The following universal accessibility tools are examples of those embedded in technology platforms used for online testing and are typically available to all students.

Table 1. Embedded Universal Accessibility Tools Available to All Students

Universal Tools	Description
Calculator	An embedded on-screen digital calculator can be accessed for calculator-allowed items when students click on the calculator button. The <u>basic calculator</u> can perform the four arithmetic functions: addition, subtraction, multiplication, and division. The <u>scientific calculator</u> is a comprehensive calculator with the ability to perform square root, exponential, logarithmic, trigonometric, and factorial functions, as well as the four arithmetic functions.
Cross-off	The student uses this feature to eliminate those answer choices that do not appear correct to the student.
Graphing tool	The graphing tool is designed to graph functions when solved for the “Y” variable and has the ability to give corresponding “Y” values for given “X” values.

Universal Tools	Description
Highlighter	The student uses this digital feature for marking desired text, items, or response options with a color.
Magnifier	The student can enlarge the size of text and graphics on a given screen, as needed. The student may enlarge test content by 1.5x or 2x.
Mark for review/ Flag for review	The student can flag items for future review during the assessment.
Line reader/ Line reader mask tool/ Line guide	The student can use this feature track a single line of text while reading.
Pointer	The student can use the pointer tool to choose an answer.
References	The student can use the references tool to view reference materials like a formula sheet or periodic table.
Sticky Note	The student uses this feature to take notes within a test question.
Writing tools	The student uses writing tools to format and edit written responses, including cut and paste, copy, underline, italicize, bold, and undo/redo.

Non-Embedded Universal Tools Available to All Students

Some universal tools, scratch paper, may need to be provided locally for students. They are not embedded in the online testing platform and are generally made available to all students.

Table 2. Non-embedded Universal Tools Available to All Students (CCSSO)

Universal Tools	Description
Breaks	For some state assessments, breaks may be given between test sections. The times are determined at the local district level. See the <i>Student Assessment Handbook (SAH)</i> for further guidance.
Scratch paper	The student uses scratch paper to make notes or record responses. All used scratch paper must be collected and securely destroyed at the end of each test domain to maintain test security. The student receives one sheet (or more as needed) of scratch paper. A pencil should be provided as well.

Accommodation Guidelines for Students with Disabilities

Accommodations are changes in the administration of an assessment in terms of how the student takes or responds to the assessment. Broad categories of accommodations include presentation, response, setting, and scheduling. Accommodations do not change the construct intended to be measured by the assessment or the meaning of the resulting scores. Accommodations are designed to provide equity, not advantage or reduce learning expectations, for students with disabilities. Accommodations also provide access for demonstration of achievement. Further, accommodations do not guarantee proficiency and, therefore, should not be selected solely as mean to help ensure proficiency.

It is very important for educators to become familiar with state policies regarding accommodations during assessments. In Georgia, accommodations may not alter, explain, simplify, paraphrase, or eliminate any test item, reading passage, writing prompt, or answer option. Further, accommodations

may not provide verbal or other clues or suggestions that hint at or give away the correct response to the student.

Typically, accommodation use does not begin and end in school. Students who use accommodations will generally also need them at home, in the community, and, as they get older, in postsecondary education, and at work. Accommodations for instruction and assessment are integrally intertwined. However, some accommodations are appropriate for instruction and not assessment.

In determining appropriate accommodations to provide the student with a disability the opportunity to participate in the assessment in the most standard way possible, there should be a direct link between classroom accommodations and assessment accommodations as specified in the student's IEP/IAP.

No accommodation(s) for a student should be considered for the first time during a state or local assessment. **Just because a student needs an accommodation does not mean he/she will know how to use it. Students need training and practice in using accommodations.** Informed decision-making regarding accommodations is critical in assuring successful and meaningful participation of students with disabilities. IEP teams (which should include the student by age 14) should analyze an assessment for what it requires the student to do in order to take the test.

Additional information and guidance on the appropriate use of accommodations for students with disabilities is provided in the publication entitled, *Accessibility & Accommodations Manual*, posted on the GaDOE web site <http://testing.gadoe.org> (under the link labeled 'For Educators').

Test Administration Accommodations Considerations for Students with Disabilities and English Learners

Types of Accommodations

Students with disabilities and EL students often need accommodations when participating in an assessment. If a student needs an accommodation and does not receive it, the assessment results may reflect the student's disability or limited English language proficiency rather than the student's acquired skills or knowledge. Accommodations for students with disabilities under IDEA must be determined at the annual IEP team meeting, while accommodations for ELs must be determined at a documented EL/TPC meeting. Section 504 students receive accommodations through an Individual Accommodation Plan (IAP).

Accommodations are usually broken down into the following categories:

- **Setting Accommodations:** adjust the place in which the testing normally occurs
- **Scheduling Accommodations:** adjust the time allowance or scheduling of a test
- **Presentation Accommodations:** adjust the presentation of test material and/or test directions
- **Response Accommodations:** adjust the manner in which students respond to or answer test questions

Standard and Conditional Administrations

What is meant by "standard" and "conditional" test administration?

- **Standard administration** refers to testing conditions in which the procedures and directions included in the administration manual are followed ***exactly***. (e.g. using a large-print test or a small-group setting).
- **Conditional administration** refers to testing conditions in which more expansive accommodations are used to provide access for students with more severe disabilities or very limited English language proficiency and who would not be able to access the assessment without such assistance. The

appropriate team must determine that the conditional administration is absolutely necessary for the student to participate in state assessments.

Conditional accommodations must be used sparingly. State Board rule (160-3-1-.07) sets forth the expectation that only a small percentage (less than 3%) of students will participate through a conditional administration. Most students who require testing accommodations can and should participate in the assessments with standard accommodations. The use of any accommodation must be considered in light of the student's disability or language proficiency *and must be required by the student to access the test because of his/her disability or language proficiency*. Conditional accommodations may not be provided solely as a way to ensure proficiency. The ultimate goal of any accommodation is meaningful measurement of what the student has learned.

Because conditional accommodations may encroach on the construct the test is designed to measure, caution must be exercised in considering whether a student requires a conditional accommodation to access the test. Further, test results for a student provided conditional accommodation(s) must be interpreted in light of the conditional accommodation(s). EL-M students are not eligible for conditional accommodations.

Standard and conditional administrations vary according to each test. Additional information can be found in specific test administration manuals. Whether a standard or a conditional administration is given, the recommended accommodation(s) identified in the student's IEP, IAP, or EL-TPC plan must be provided. Coding of student accommodations is required in online assessment platforms and answer documents where used to reflect the use and/or provision of accommodations and to provide data of the number and performance of students with disabilities under IDEA. Use of conditional accommodations must also be coded.

In instances where a student clearly declines or refuses an accommodation (e.g. refuses to go to a designated small group setting), the school should document this fact. It is recommended that this documentation include contact with the parent(s)/guardian(s) and student's educational team.

Accommodations vs. Modifications

Accommodations do not reduce learning expectations. They provide access. However, modifications or alterations refer to practices that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level. Using modifications may result in implications that could adversely affect students throughout their educational career. Examples of modifications include:

- requiring a student to learn less material (e.g. fewer objectives, shorter units or lessons, fewer pages or problems),
- reducing assignments and assessments so a student only needs to complete the easiest problems or items,
- revising assignments or assessments to make them easier (e.g. crossing out half of the response choices on a multiple-choice test so that a student only has to pick from two options instead of four), or
- giving a student hints or clues to correct responses on assignments and tests.

Providing modifications to students during classroom instruction and/or classroom assessments may have the unintended consequence of reducing their opportunity to learn critical content. If students have not had access to critical, assessed content, they may be at risk for not meeting graduation requirements. Providing a student with an unapproved modification during a state-mandated

assessment may constitute a test irregularity and may result in an investigation into the school or system testing practices, as well as invalidation of the student's score.

An accommodation may not alter, explain, simplify, paraphrase, or eliminate any test item, reading passage, writing prompt, or answer option. Further, accommodations may not provide verbal or other clues or suggestions that hint at or give away the correct response to the student.

Additional Considerations for Accommodations

Accommodations for students with disabilities under the IDEA must be determined in the annual IEP team meeting. These accommodations must be consistent with the instructional accommodations required for the student. Accommodations for Section 504 students must be written in their IAP, and accommodations for EL students must be documented in their EL/TPC plan.

Accommodation decisions made by the appropriate IEP, IAP, or EL/TPC committees must consider the accommodations that are currently used in the instructional and classroom assessment processes. In addition, these committees must also consider the following: (a) whether the accommodations are necessary for access to the assessment process; (b) previous experience and usefulness with the recommended accommodations; and (c) whether or not the recommended accommodation affects the integrity of the assessment. It is important to remember that not all instructional accommodations are appropriate assessment accommodations; only state-approved accommodations may be used on state-mandated assessments. Students should receive the state-approved accommodations they need to participate in the assessment but should not be given more accommodations than are necessary to participate meaningfully. Tables summarizing the list of state-approved accommodations for students with disabilities and English learners appear later in this Handbook.

Decisions should be based on individual characteristics and needs. **Accordingly, it is not appropriate to make blanket decisions for groups of students at particular language acquisition levels or with particular disabilities.** When individualized accessibility decisions are made thoughtfully, they can advance equal opportunities for students to participate in the general education curriculum.

Only state approved accommodations may be considered. If an accommodation is recommended that is not included in the list of allowable accommodations for Georgia's student assessment programs, approval MUST be received from the Assessment Administration Division of the GaDOE prior to the inclusion of the accommodation in the student's IEP/IAP/EL-TPC and its use.

Allowable Accommodations for Georgia’s Student Assessment Program

The following set of tables indicate approved accommodations for use by students with disabilities (including EL students with disabilities) on Georgia statewide assessments. Additional guidance is also provided in the *Accessibility & Accommodations Manual*, *WIDA Accessibility & Accommodations Supplement*, and related test administration manuals and training opportunities.

Participation of Kindergarten Students in GKIDS 2.0

All students enrolled in Georgia public school kindergarten classrooms should have the opportunity to participate in the GKIDS 2.0 assessment. The use of a universally designed approach to assessment development and implementation is critical to promote accessibility for all students. Because of the range of students’ development and learning in kindergarten, some features that are often perceived as accommodations for specialized populations are more appropriately considered as universally designed allowances. Universal allowances may be used, as needed, with all students for all performance tasks. A table of universal supports is provided in the *GKIDS 2.0 Administration Manual*.

Comprehensive Support for Students in GKIDS 2.0

Kindergarten students requiring additional support on GKIDS 2.0 may be provided comprehensive supports as described in the *GKIDS 2.0 Administration Manual*. Comprehensive supports provide access to a performance task but may substantially alter what the student is expected to do. If utilizing comprehensive supports, care should be taken when interpreting a student’s progress within the learning progression.

Comprehensive supports must address the unique needs of the student for whom they are provided and should assist the student in overcoming any barriers that prevent him or her from demonstrating what he or she knows and can do. Teachers should use their professional judgment in determining the support needed for each student. Examples of comprehensive supports may be found in the *GKIDS 2.0 Administration Manual*.

Georgia Milestones and Georgia Alternate Assessment 2.0 Allowable Accommodations

Administration policy, protocols, and eligibility guidance are provided in the *Student Assessment Handbook*, *Accessibility & Accommodations Manual*, and related Test Administration Manuals and training opportunities.

Setting Accommodation	Type	Coding Required in Online Platform	Must be ordered separately	GAA Standard Administration Procedure (Coding Not Required)
1. Preferential seating	S			✓
2. Special education classroom	S			✓
3. Small group	S			✓
4. Individual administration	S			✓
5. Individual or study carrel	S			✓
6. Adaptive furniture (e.g. slant board)	S			✓
7. Sound field adaptations	S			✓
8. Special or adapted lighting	S			✓

Presentation Accommodations	Type	Coding Required in Online Platform	Must be ordered separately	GAA Standard Administration Procedure (Coding Not Required)
9. Test Examiner familiar to student	S			✓
10. Video Sign Language/Sign the directions, closed captioning	S	✓		
11. Video Sign Language/Sign test questions, closed captioning	S	✓		
12. Video Sign Language/Sign ELA passages – See guidelines	C	✓		S
13. Text to Speech (TT-S) or Oral reading of test questions in English – See guidelines	S	✓		✓
14. Text to Speech (TTS-C) or Oral reading of ELA passages in English, screen-reading software/applications – See guidelines and requirements	C	✓		S ✓
15. Enlarged font (Online magnification and scaling preferred; paper/pencil form available due to a student’s documented disability preventing access to a computer)	S	✓	✓	✓
16. Braille form	S	✓	✓	
17. Blank, graphic organizers	S			
18. Color overlays, high or low contrast	S	✓		
19. Low Vision Devices: handheld (electronic or non-electronic) or video magnifiers; includes computer magnification (e.g. CCTV, other magnifying equipment)	S			
20. Audio amplification noise buffers and cancelling devices, headphones or other listening devices	S			✓
Response Accommodations	Type	Coding Required in Online Platform	Must be ordered separately	GAA Standard Administration Procedure (Coding Not Required)
21. Alternative keyboards, mice, joystick, or other communications device with grammar and spell checks disabled; Internet disabled	S			✓
22. Student identifies answer through alternate means (e.g. points, eye gaze, tap, finger pointing)	S			✓
23. Scribe; student responds in English – See guidelines	S	✓		✓
24. Brailier (manual or electronic); device with grammar and spell checks disabled; Internet disabled	S	✓		
25. Abacus (allowed for students with visual impairments only)	S			✓

26. Basic function calculator or adapted basic calculator (e.g. Braille or talking calculator) – See guidelines and requirements	C			
27. Adapted writing tools (e.g. pencil grips, large diameter pencil)	S			✓
28. Adapted/lined paper, raised line, bold line or large graphing paper	S			✓
Scheduling Accommodations	Type	Coding Required in Online Platform	Must be ordered separately	GAA Standard Administration Procedure (Coding Not Required)
29. Frequent monitored breaks	S			✓
30. Optimal time of day for testing	S			✓
31. Extended time	S			✓

WIDA ACCESS for ELLs, Kindergarten ACCESS for ELLs, Alternate ACCESS for ELLs (ALT), and WIDA Screener Allowable Accommodations

Specific guidance is found in the *WIDA Accessibility & Accommodations Supplement* and Test Administration Manuals. Georgia-Specific policy is found in the *Student Assessment Handbook* and *Accessibility & Accommodations Manual*.

Accommodation – (Accommodations appropriate for Alternate Access marked with ALT)	Type	Coding in WIDA AMS	Must be ordered separately	Kindergarten Access for ELLs Standard Administration Procedure (Coding Not Required)	Alt Access Standard Administration Procedure (Coding Not Required)
1. Braille with Tactile Graphics. May not be used for Speaking domain.	S	BR	✓		
2. Extended time of a test domain over multiple days. Requires GaDOE approval.	S	EM		✓	✓
3. Extended speaking test response time (twice the allowable time to respond). Allowable for Speaking Domain only.	S	ES		✓	✓
4. Extended test time within the school day (1.5 times the allowable time to respond)	S	ET		✓	✓
5. Human reader for items (stimuli and prompts). May not be used for Reading Domain.	S	HI		✓	✓
6. Human Reader for response options (answer choices). Available for Listening Domain only.	S	HR		✓	✓
7. Human Reader for repeat of items one time (stimuli and prompts). May not be used for Reading domain.	S	RI		✓	✓
8. Human Reader for repeat of response options (answer choices) one time. Available for Listening domain only.	S	RR		✓	✓

Accommodation – (Accommodations appropriate for Alternate Access marked with ALT)	Type	Coding in WIDA AMS	Must be ordered separately	Kindergarten Access for ELLs Standard Administration Procedure (Coding Not Required)	Alt Access Standard Administration Procedure (Coding Not Required)
9. Interpreter signs test directions in ASL. Translation of test items and response options into ASL or any other language is not permitted.	S	SD		✓	✓
10. Large Print. Student answers must be transcribed verbatim into a scannable test book and returned to DRC for scoring. Student work and/or answers that are not transcribed will not be scored. Students may utilize embedded magnifier, responsive online screen instead of paper.	S	LP	✓		
11. Manual control of item audio. This accommodation allows the play button to be enabled and activated by the student one time . Once initiated, the audio cannot be paused or stopped. May not be used for Reading domain.	S	MC			
12. Repeat item audio. Student manually starts the audio embedded in the online platform and is able to replay the audio one additional time . May not be used for Reading domain.	S	RA			
13. Scribe. Responses must be scribed verbatim on screen or in a paper test booklet at the time of testing by the test administrator. See Scribe Guidance in <i>WIDA Accessibility & Accommodations Supplement</i> . (ALT)	S	SR			
14. Student responds using a recording device, which is played back and transcribed by the student. May be used for Writing domain only. See specific guidance for use of this accommodation.	S	RD			
15. Test may be administered by school personnel in non-school setting. Use of this accommodation must be approved by GaDOE Assessment Specialist.	S	NS			

Accommodation – (Accommodations appropriate for Alternate Access marked with ALT)	Type	Coding in WIDA AMS	Must be ordered separately	Kindergarten Access for ELLs Standard Administration Procedure (Coding Not Required)	Alt Access Standard Administration Procedure (Coding Not Required)
16. Word processor or similar keyboarding device used to respond to test items. May not be used for Speaking domain. Responses must be transcribed verbatim in the test booklet as soon as possible after testing.	S	WD			
Augmentative Communication Devices Use of Augmentative/Alternative communication (AAC) devices to respond to items is not considered an accommodation for ACCESS for ELLs, Kindergarten ACCESS for ELLs, WIDA Screener, or Alternate ACCESS for ELLs. This is considered the student’s voice for a student who is unable to produce functional speech. The use of AAC should be consistent with the student’s day-to-day instruction and communication methods. A special “ACCESS for ELLs” page should not be provided on a student’s communication device just for the assessment, as this is not representative of their English language skills. Care must be taken when interpreting ELP scores for students using AAC systems, as their proficiency with the device as well as available vocabulary may confound the assessment of English language proficiency.					

NAEP Allowable Accommodations

Additional information may be found on the NAEP website.

https://nces.ed.gov/nationsreportcard/about/accom_table.aspx

Accommodation for SD and/or ELL	Type	Must be ordered separately
1. Extended time	S	
2. Small group, or one-on-one	S	
3. One-on-one	S	
4. Directions only read aloud in English	S	
5. Test items read aloud in English – occasional or most/all (Not allowed for Reading test.)	S	
6. Breaks during test	S	
Other Accommodations for SD	Type	Must be ordered separately
7. Calculator version of the test FN3 (Math only)	S	
8. Must have an aide present in the testing room	S	
9. Responds orally to a scribe	S	
10. Large print version of the test	S	
11. Magnification	S	
12. Uses template/special equipment/preferential seating	S	
13. Cueing to stay on task	S	
14. Presentation in Braille (Not allowed in Science test)	S	✓
15. Response in Braille	S	
16. Presentation in Sign Language (Not allowed in Reading test)	S	
17. Response in Sign Language	S	

Other Accommodations for ELL Students	Type	Must be ordered separately
18. Bilingual dictionary without definitions in any language (Not allowed in Reading or Writing test.)	S	
19. Directions only read aloud in Spanish	S	
20. Spanish/English version of the test (Exclusions: Reading test; Writing FN6 test; and Grade 12)	S	
21. Test items read aloud in Spanish (Exclusions: Reading test; Writing test; Grade 12)	S	

Specific Standard Accommodation Procedures

Scribing Procedures – Standard Accommodation

Scribes may be provided for students with verified disabilities that significantly impact the area of written expression or a physical disability that impedes motor process or writing. It is also allowable for EL students who have *Verbal response in English only to a scribe* as an accommodation. The need for this accommodation must be indicated in a student’s IEP, EL/TPC, or 504 Plan. For EL and SWD students, this accommodation must be a part of their regular education program. A scribe must be a certified educator who writes or types a student’s responses. Eligible students with this accommodation may respond to assessment items verbally or by signing. Scribes must write each student’s final response(s) to be scored into the appropriate online test form. **Do NOT insert, for scoring, a printed paper copy of a scribed response into an answer document;** these will not be scored. Please contact the Assessment Team if you have questions.

School Test Coordinators must ensure that all scribed and Brailled responses are entered into the online test form for each student who requires this accommodation. See guidance for scribing procedures in the section *Test Administration Accommodations Considerations for Students with Disabilities and English Learners*.

Scribe Qualifications and Preparation

- Scribes must be aware that students receiving this accommodation usually require extended-time and frequent breaks during test administration. These considerations may be included in the student’s IEP, EL/TPC, or 504.
- Scribes must be familiar with the content area for which they are scribing, so that they understand the terms and academic language of the content area.
- Scribes must read and sign the *Examiner’s Certification of Prescribed Administration Procedures* found in this Handbook.
- Scribes must be familiar with the student’s IEP, EL/TPC or 504 Plan.
- The scribe and the student should have at least one practice session together prior to the assessment to allow both to become familiar with the procedure. Note that students should be familiar with scribing procedures given their use of this accommodation during routine classroom instruction.
- If scribing procedures are not followed exactly as prescribed, the assessment may be invalidated.

General Scribing Procedures for Online and Paper Administrations (Applicable to Georgia Milestones and ACCESS for ELLs)

- The scribe must be familiar with the navigational and accessibility tools available in INSIGHT.
- The scribe must administer this accommodation to one student at a time as an individual administration and in an individual setting.

- The scribe must type as the student dictates or signs.
- Scribes must enter the student's responses directly into the online assessment platform exactly as provided by the student.
- Scribes are permitted to answer procedural questions asked by the student and may not, under any circumstance, answer questions or offer suggestions about test content.
- Scribes must refrain from evaluating student work as the student progresses through the test.
- The scribe must not under any circumstance cue, prompt, remind or otherwise assist the student, in any manner (verbally or nonverbally), in formulating his/her responses before, during, or after dictation.
- During an online administration, scribes are expected to access online tools, on behalf of the student, only as directed by the student. For example, if a student asks the scribe to apply the highlighter to text, the examiner must do so exactly as the student instructs.
- The student must verify that the scribe accurately recorded each of his/her responses.
- After testing, the scribe will submit the assessment online and collect the test booklet, (if used) and all other ancillary materials, and return them to SchTC.
- The scribe must be familiar with specific guidance found in test administration manuals.

English Language Arts Guidelines for Constructed Response Items

- Students may dictate to the scribe or into a tape recorder or augmentative communication device. Any recordings must be destroyed **immediately after** the SchTC has confirmed that transcription is complete, and the student's work is ready for online submission. The STC must verify this procedure is followed. Failure to destroy a student's response is a violation of test security and must be reported.
- At the beginning of the test session, the examiner should log into both the read-only form and the student's test. The student must use the read-only form to view test items and ELA passages. However, the scribe must enter the student's responses into the student's test for scoring.
- The scribe must type exactly what the student dictates within the online administration platform (INSIGHT) during online administrations.
- The student may dictate prose without interruption. When the student is finished, the scribe should go back and ask the student to spell each word. The scribe should spell the words exactly as the student states. Once the student spells a word once, the scribe does not have to ask the student how to spell the word again.
- The scribe's recording of the student's dictation should not be in clear view of the student while the student is dictating.
- The student will proofread to add punctuation, capitalization, spacing, and make other edits after dictation is complete. The student may edit through dictation during this process.
- The scribe must not capitalize words or punctuate text without being asked to do so by the student.
- The scribe will make all the student's requested changes, even if the scribe knows them to be incorrect.
- The student must verify that the scribe accurately recorded each of his/her responses.
- The student will indicate to the scribe when he or she is ready to move to the next item or to have their response submitted.

Mathematics Guidelines for Constructed Response Items

- The student must direct the scribe in the development of explanations, operands, equations and setting up problems, including the placement of numbers, figures, operands, and variables.
- The scribe must record the student's work in clear view of the student. (Note: This differs,

intentionally, from directions for English Language Arts.)

- The scribe will make all the student's requested changes, even if the scribe knows them to be incorrect.
- The student will indicate to the scribe when he or she is ready to move to the next item or to have their response submitted.
- The student must verify that the scribe accurately recorded each of his/her responses.

Special Considerations for Conditional Accommodations

Conditional accommodations must be used sparingly and only when the student requires the accommodation to access the test due to the disability. The student's IEP team must determine and document that the conditional accommodation is absolutely necessary in order for the student to participate in the general testing program. Guidance on the use of each conditional accommodation is provided below.

Note: Given the purpose of each assessment program may differ, accommodations may be standard for some assessments, but conditional for other assessments.

Eligibility Guidelines: Reading of English Language Arts (ELA) Passages

Guidance for Use of Conditional Accommodation 13: Sign ELA passages.

The use of this conditional accommodation for the English Language Arts Georgia Milestones, *regardless of grade level*, must be restricted to only those students with IEPs who meet the **ALL** eligibility criteria outlined below:

1. The student is deaf and has a specific documented disability that severely limits or prevents his or her ability to decode text at any level of difficulty, even after varied and repeated attempts to teach the student to do so; **and**
2. The student has access to printed materials only through a sign-language interpreter or is provided with signed text or other electronic format during routine instruction; **and**
3. There are clear and specific goals within the student's IEP addressing the deficits which necessitate the need for this conditional accommodation.

Under secure conditions, supervised by the SchTC or STC, the sign interpreter may review test materials prior to the test administration to plan appropriate signing.

Guidance for Use of Conditional Accommodations 15: Oral Reading of English Language Arts (ELA) passages.

The use of this conditional accommodation for the English Language Arts Georgia Milestones, *regardless of grade level*, must be restricted to only those students with IEPs who meet **ALL** eligibility criteria outlined below:

1. The student has a specific documented disability that severely limits or prevents his or her ability to decode text at any level of difficulty, even after varied and repeated attempts to teach the student to do so (i.e., the student is a non-reader, not simply reading below grade level); **and**
2. The student has access to printed materials only through a reader or electronic format during routine instruction; **and**
3. There are clear and specific goals within the student's IEP addressing the deficits which necessitate the need for this conditional accommodation.

NOTE: The preferred method of administration for this conditional accommodation is the screen reader. Where a human reader delivers the accommodation, examiners must adhere to directions provided in the posted Read-Aloud Guidelines.

Eligibility Guidelines: Calculator Usage

Guidance for Use of Conditional Accommodations 31: Basic function calculator or adapted basic calculator.

The use of this conditional accommodation for the Mathematics Georgia Milestones for students in **grades 3-5** must be restricted to only those students with IEPs who meet **ALL** eligibility criteria outlined on the next page:

1. The student has a specific disability that prohibits him or her from performing basic calculations (i.e., addition, subtraction, multiplication, and division), even after varied and repeated attempts to teach the student to do so; **and**
2. The student is unable to perform calculations without the use of a calculation device, which the student uses for routine classroom instruction; **and**
3. There are clear and specific goals within the student's IEP addressing the deficits which necessitate the need for this conditional accommodation.

NOTE: Only a basic function or basic adapted calculator may be used; scientific and other advanced calculators are strictly prohibited. The test administrator may not provide any assistance or direction to the student regarding the use of the calculator.

Special Accommodations Requests

In rare instances, the GaDOE will consider a request for use of an accommodation that is not included in the *Student Assessment Handbook*, on a student by student basis. To consider the request, the Assessment Administration Division will need the detailed information for **each** student including:

- Type of Accommodation Requested
- Type of Educational Plan
- How the accommodation is used instructionally in the classroom
- Why the accommodation is required by the student to **access** the test (include information about the student's disability)
- STC statement to confirm review/approval of request and that applicable classroom teacher(s) been consulted regarding request

The Assessment Administration Division will review this information with staff from the Division of Special Education and Support Services and determine if the request can be granted. To grant the request, there must be a clear relationship between the student's disability and the need for the accommodation to access the test. Accommodations that serve to grant the student a differential boost in correct answers will not be approved. Given that accommodations are to be prescribed based upon the needs of individual students, requests that are identical for multiple students are not appropriate and will not be reviewed.

The STC must review all requests submitted by their local schools PRIOR to submission to GaDOE and indicate their approval of the school's request. Requests must be reviewed with consideration given to the purpose of the assessment and the constructs measured. Requests must not be forwarded to GaDOE if they are not appropriate and/or are incomplete. Requests must be submitted by systems in a "batched" fashion so that all being submitted for each state assessment are provided to GaDOE at one time (e. g., all End of Grade (EOG) requests submitted in one batch). This will require local systems to establish internal timelines for such requests to be submitted to the STC.

This information should be submitted to the Assessment Administration Division using the *Special Accommodations Form* that appears online in the MyGaDOE Portal. **Requests MUST be received no**

later than six weeks prior to the opening of each applicable state testing window for consideration. Additional information about accommodation(s) is located in each program's administration manuals.

The Assessment Administration Division will review this information with staff from the Division of Special Education and Support Services and determine if the request can be granted. To grant the request, there must be a clear relationship between the student's disability and the need for the accommodation to access the test. Accommodations that serve to grant the student a differential boost in correct answers will not be approved. Given that accommodations are to be prescribed based upon the needs of individual students, requests that are identical for multiple students are not appropriate and will not be reviewed.

State Required Codes (SRC) for Students with Disabilities and EL students

The State Required Codes (SRC) are used to code students with disabilities as well as EL students and should be used for both online and paper/pencil administrations. Students with disabilities must have a current IEP or IAP on file.

- 01 = Visual Impairments or Blind
- 02 = Deaf or Hard of Hearing
- 03 = Deaf and Blind
- 04 = Specific Learning Disabilities
- 05 = Mild Intellectual Disabilities
- 06 = Traumatic Brain Injury
- 07 = Moderate/Severe/Profound Intellectual Disabilities
- 08 = Autism
- 09 = Orthopedic Impairments
- 10 = Speech-Language Impairments
- 11 = Emotional and Behavioral Disorders
- 12 = Other Health Impairments
- 13 = Limited English Proficient (English Learner – EL)
- 14 = Section 504
- 15 = Significant Developmental Delay (K-5 Only)
- 16 = Title I Reading
- 17 = Title I Math
- 18 = Migrant Certified
- 19 = English Learner- Monitored

State Directed Codes (SDU-A)

The State Directed Codes (SDU-A) are to be used by Georgia Network for Educational and Therapeutic Support (GNETS) programs and the Georgia Virtual School (GaVS)* to report their assigned facilities' identification code. The two-digit code should be used for both online and paper/pencil administrations for all students who are served at a location other than their home school (FTE site). For EOC assessments, all Georgia Virtual School students should be coded in this area regardless of where the students are tested.

Georgia Network for Educational and Therapeutic Support (GNETS) State Directed Codes

- 01 = FUTURES Program
- 02 = Burwell Program
- 03 = Cedarwood Program
- 04 = Coastal Academy Program
- 05 = Coastal Georgia Comprehensive Academy

- 06 = Mainstay Program
 - 07 = DeKalb-Rockdale Program
 - 08 = Elam Alexander Academy
 - 09 = Flint Area Learning Program
 - 10 = Harrell Learning Program
 - 11 = H.A.V.E.N. ACADEMY
 - 12 = Heartland Academy
 - 13 = Horizon Academy
 - 14 = Northstar Educational and Therapeutic Services
 - 15 = North Metro Program
 - 16 = Northwest Georgia Educational Program
 - 17 = Oak Tree Program
 - 18 = Oconee Program
 - 19 = Pathways Educational Program
 - 20 = River Quest Program
 - 21 = Rutland Academy Program
 - 22 = Sand Hills Program
 - 23 = South Metro Program
 - 24 = Woodall Program
 - 30 = Georgia Virtual School (GaVS)*
- *GaVS does not participate in EOG testing.

PRIMARY AREA indicates the student’s primary area of exceptionality. **Only one PRIMARY AREA** may be reported for each student:

FTE Code	Exceptionality
P	Mild Intellectual Disability
Q	Moderate Intellectual Disability
R	Severe Intellectual Disability
S	Profound Intellectual Disability
T	Emotional and Behavioral Disorder
U	Specific Learning Disability
V	Orthopedic Impairment
W	Hearing Impairment
X	Deaf
Y	Other Health Impairment
Z	Visual Impairment
1	Blind
2	Deaf and Blind
3	Speech-Language Impairment
6	Autism
7	Traumatic Brain Injury
8	Significant Developmental Delay

Participation of English Learners (EL) in State Assessments

An English Learner (EL), previously referred to as Limited English Proficient (LEP) and English Language Learner (ELL), is a student whose primary language is not English and who is eligible for services based on the results of the state-approved English language screening instrument and, if warranted, additional assessments as specified in Rule 160-4-5-.02 Language Assistance: Programs for English Learners. All

public-school students identified as EL must be coded EL whether or not the language assistance provided is state funded under the ESOL Program. They must also participate in the state-adopted English language proficiency assessment until they exit as provided for in the above-referenced Rule.

For assessment purposes, students who have been defined as English Learner shall participate in all assessment programs as specified in State Board Rule 160-3-1-.07. These students shall be coded EL on each assessment. If a student has exited the ESOL program in the past four years, the student shall be coded EL-1 or EL-2 on each test. A student who has been exited for more than four years from the ESOL program shall not be coded as EL on each assessment. Coding for students having exited from the ESOL program is defined by Data Collections.

State law permits the SBOE to adopt rules concerning the participation of EL students. In accordance with SBOE Rule 160-3-1-.07, newly-arrived EL students enrolling for the first time in a United States school must participate in all SBOE mandated assessments including Georgia Milestones End-of-Grade and End-of-Course assessments and must be coded as a first time in U.S. School enrollee in state-required data collections. All ESOL students, by definition, have limited proficiency in English. All ESOL students must be marked EL=Y in Student Record.

ELs who meet the criteria for proficiency are no longer eligible for language assistance services and must be exited. It is required that districts monitor ELs' academic performance for two calendar years following exit from language assistance services. If an exited student transfers from another state or a private school and the two-year monitoring was not completed prior to enrollment, the district is required to monitor the student's academic progress for the remainder of the monitoring period.

ELs who are in the two-year monitoring phase following their exit from language assistance services should be coded as EL-1 or EL-2 on state assessments and continue to be eligible for appropriate standard accommodations as outlined on their EL/TPC forms. These students are no longer eligible for the ESOL language instruction program and must be exited from EL status. After the two-year monitoring period ends, EL-3 or EL-4 students are no longer eligible for any EL-related testing accommodations. Note that EL students should be coded on state assessments as EL-3 or EL-4 and are not eligible for accommodations.

Assessment Coding and Accommodation Eligibility

Status	Served in ESOL	Code	Eligible for Accommodations under TPC Plan
Does not qualify for ESOL Services	No	None	No
Qualifies for EL Services	No	EL-Y	Yes
	Yes	EL-Y	
Exited from services years 1 and 2	No	EL-1 or EL-2	Yes
Exited from services years 3 and 4	No	EL-3 or EL-4	No
Exited from services year 5 +	No	None	No

Data Collections Reporting for Exited ELs

For the purposes of Student Record reporting, the coding status for ELs who have met the criteria for exiting language assistance services and will then begin the two-calendar year monitoring period changes from EL-Y to EL-1. In order to document first or second year monitoring status, ELs are coded in Student Record as EL-1 for the first year after exit and EL-2 for the second year after exit. Beyond the monitoring phase, the third year after exit students are coded EL-3, then EL-4 for the fourth year after

exit. At the end of the fourth-year post-exit, the student will be coded as a former EL, EL-F (FY19 Student Record Data Collection Data Element Detail, p. 17).

Post Exit Data Reporting	
EL-1	1 st year after exit
EL-2	2 nd year after exit
EL-3	3 rd year after exit – no student monitoring
EL-4	4 th year after exit – no student monitoring
EL-F	5 th or more years after exit – no student monitoring

Use of Scores of EL Students in Accountability Determinations

EL students enrolling for the first time in a U.S. school must participate in all SBOE-designated assessments and must be coded as a first time in U.S. school enrollee in state-required data collections.

All scores resulting from the administration of state assessments will be removed from any statewide accountability calculations for the first year of a newly-arrived EL student’s enrollment in a U.S. school. Though not used for statewide accountability purposes in the first year, such scores will serve as the baseline for student growth calculations and be included beginning in year two of such students’ enrollment. Both achievement and growth will be included in statewide accountability calculations beginning in the third year of enrollment.

Accommodation Guidelines for EL Students

In certain situations, individual needs of EL-Y and EL-1, EL-2 students may warrant accommodations. (See Allowable Accommodations for English Learners.) These accommodations shall be determined by and recorded during a documented meeting of the EL Testing Participation Committee (EL/TPC). Those students identified as EL-1 or EL-2 may receive, based on individual need, standard state-approved accommodations for a maximum of two years after exiting ESOL or an alternative language assistance program. At the end of the first two years of the monitoring period, EL-1 and EL-2 students are no longer eligible for test administration accommodations.

Each local system shall determine whether or not testing accommodations are needed for each eligible student. Any accommodations offered must be consistent with current instructional and assessment accommodations made in the classroom. Accommodations will be determined by the English Language Testing Participation Committee (EL/TPC) and will be made only when appropriate documentation is filed for each eligible student. Only state-approved accommodations may be considered and included in the EL/TPC plan. Conditional accommodations shall be used sparingly and shall not be assigned to EL-1 and EL-2 students. Specific to the accommodation of Extended Time, please note that specifying unlimited time is not appropriate or feasible. Further, Extended Time (#36 SWD and #14 EL) is defined as time allotted within the confines of a school day.

If an accommodation is recommended that is not included in the list of allowable accommodations, approval MUST be submitted to the Assessment Administration Division of the GaDOE through a Special Accommodation Request per guidance found in the SAH prior to the inclusion of the accommodation in the EL/TPC plan and the use of the accommodation. The EL/TPC may not include accommodations in EL/TPC plan which have not been approved by the state.

Only students with an IEP or IAP may receive accommodations on the state’s language proficiency assessment (ACCESS for ELLs, Alternate Access, and Screener).

The EL/TPC is charged with collecting required information documenting the student's eligibility for EL status and making appropriate test participation decisions, including the use of test administration accommodations. A decision by the EL/TPC indicating that no accommodations are needed must be documented as well. A sample documentation form can be found in this handbook. This exact form is not required by state assessment protocol; however, the data elements contained on the form are required. Each system shall have a process for documenting the decisions of the EL/TPC and may use the form provided in lieu of developing a local form.

A student whose primary language is not English and who does not meet the eligibility requirements shall not be coded as EL-1 and EL-2 for statewide assessments.

The use of a word to word dictionary for English learners is an allowable accommodation when determined to be necessary by the EL/Test Participation Committee.

As stipulated in the *Student Assessment Handbook* (Approved Accommodations for English Learners), only words may be translated; definitions are not permitted. Word to word dictionaries that include synonyms, antonyms, phrases, maps, pictures, and samples are not permissible.

A word-to-word dictionary that provides a direct translation of a common word/phrase to another common word/phrase is permitted. For example, in English to Spanish: *calm: n, calma; candy: n, dulces; canoe: n, canoa*. In contrast, a word to word dictionary that goes beyond direct translation and provides context is not permissible. For example, in Spanish to English: *reservar: v, to make a reservation, ¿Llamaste para reservar? Have you phoned to make a reservation?, or identical: identico, adj. Her dress was identical to mine. Su vestido era identico al mio.*

Electronic word to word dictionaries (web-based, computer-based, hand-held) are not permitted for use on state assessments. Given that it is virtually impossible to locate word to word dictionaries that do not contain parts of speech, word to word dictionaries that contain parts of speech are allowable.

Questions from local school system staff regarding the use of word to word dictionaries on state assessments should be communicated to the Assessment Administration Division by the STC.

EL-Test Participation Committee Plan

Each local system shall develop procedures outlining the responsibilities of EL-Test Participation Committees. Committees shall be comprised of a minimum of three members, one of whom is a teacher certified by the GaPSC and must include the ESOL teacher currently serving the student with English language instruction.

The remaining members shall be chosen from the following: regular English language arts or reading teacher; student's parent or legal guardian or the student, if 18 years or older; school administrator; other content area teachers; counselor; school psychologist; and lead teacher. The local system plan shall provide for the following requirements:

- document student eligibility for EL status;
- schedule and conduct EL/TPC meeting(s);
- file appropriate documentation in students' permanent records; and
- forward a list of students and their accommodations to the system's testing department.

All English Learners shall participate in all state and locally mandated assessments. Federal law and State Board rule mandate that the individual needs of English learners be considered when making decisions regarding the participation of ELs in state and locally mandated assessments. To facilitate and document

these decisions, the English Learner-Testing Participation Committee process is designated in State Board rule. If accommodations are determined to be appropriate and necessary for an EL student, the completion of an EL/TPC form is required for ELs enrolled in a grade in which there is a state or locally mandated assessment. As with any assessment, districts are compelled to consider the individual needs of each EL student and maintain appropriate documentation. The determination of accommodations for assessment shall be reviewed at least once a year.

An example of the EL Testing Participation Committee Form for Eligible Students is included in this handbook. The form may be used to identify and to document student testing accommodations determined by and recorded during a meeting of the EL Testing Participation Committee. Systems may choose to create their own Testing Participation Committee Form; however, local forms should include the following information:

- Names of participants
- Date(s) of meeting(s)
- Date of entry in U.S. schools
- Student’s proficiency level on the state-approved eligibility screener in accordance with SBOE Rule 160-4-5-.02 and determination of ESOL eligibility
- Committee final recommended actions listed by state-mandated assessment, including specific required accommodations for each test/subtest consistent with current instructional accommodations, if needed
- Signatures of committee members, school administrator, and parent/legal guardian (if present) or student (if 18 years or older)

Georgia Milestones Allowable Accommodations for English Learners

Accommodation	Most likely to benefit EL students at this ELP Level		
	ELP Levels 1.0 – 2.9	ELP Levels 3.0 – 3.9	ELP Levels 4.0 – 5.9
Setting Accommodations			
1. ESOL classroom	✓	✓	✓
2. Small group	✓	✓	✓
3. Preferential seating	✓	✓	
4. Individual or study carrel	✓		
5. Individual administration	✓		
Presentation Accommodations			
6. Explain or paraphrase the directions for clarity (in English only)	✓	✓	
7. Oral reading of test questions in English only	✓	(case by case for students in the low 3.0's)	
8. Oral reading of ELA passages in English only*	Reading Proficiency < 2.0 AND Listening Proficiency ≥ 3.0		
9. Repetition of directions** (in English only)	✓	✓	
Response Accommodations			
10. Word-to-Word dictionary***	(case by case for students in the 2.0's)	✓	✓
Scheduling Accommodations			
11. Frequent monitored breaks	✓	✓	

Accommodation	Most likely to benefit EL students at this ELP Level		
	ELP Levels 1.0 – 2.9	ELP Levels 3.0 – 3.9	ELP Levels 4.0 – 5.9
12. Extended time within the confines of the school day	✓	✓	✓

*Restricted to eligible EL students only; see guidance for eligibility. For oral reading, screen reader is the preferred method of administration. Where a human reader delivers the accommodation, examiners must adhere to directions provided in the Read-Aloud Guidelines.

**Be aware that some accommodations, such as repeated directions and extended time may also require small group administration.

***EL student must be literate in 1st language enough to use the dictionary effectively; Extended time must be provided in conjunction with this accommodation.

Eligibility Guidelines for EL students: Reading of English Language Arts (ELA) Passages for Georgia Milestones

Guidance for Use of Conditional Accommodations 8: Reading of English Language Arts (ELA) Passages

The use of this conditional accommodation for the English Language Arts Georgia Milestones, *regardless of grade level*, must be restricted to only those EL students who meet **ALL** eligibility criteria outlined as follows:

- The student’s English proficiency scores and performance in the classroom indicate that the student cannot access, retain, or comprehend text without the assistance of a reader (i.e., the student is unable to access English text as indicated by their WIDA ACCESS or WIDA Screener or equivalent valid/reliable language proficiency measure), not simply reading below grade level;
 - a. Student’s WIDA ACCESS or WIDA Screener (or equivalent valid/reliable language proficiency measure) **reading proficiency must be less than 2.0. and,**
 - b. Student’s WIDA ACCESS or WIDA Screener (or equivalent valid/reliable language proficiency measure) **listening proficiency must be 3.0 and/or greater** for the student to benefit from the read-aloud. **and**
- The student is not poised to exit language services within the current school year; **and**
- There are clear and specific goals within the student’s educational plan addressing the deficits which necessitate the need for this conditional accommodation.

GUIDANCE FOR SPECIAL NEEDS SCHOLARSHIP STUDENTS TO PARTICIPATE IN STATE ASSESSMENTS (SB10)

In 2007, the State Legislature passed Georgia's Special Needs Scholarship. This program provided students with disabilities the opportunity to attend eligible private schools. The law also allows scholarship students to participate in state assessments. The information below provides information regarding how scholarship students attending private schools may participate in state testing.

Location

School systems are not required to test scholarship students at their local facilities. The GaDOE will assign a testing location and administer the requested assessment(s). This location may be at the GaDOE office in Atlanta or a regional facility (i.e., RESA). The assignment of a testing location will be made at the discretion of the GaDOE based on availability and capacity.

Applicable Assessments

Scholarship students are eligible to take the Georgia Milestones End of Grade (EOG) assessment in grades three through eight.

Notification/Scheduling

If student is attending a private school under the scholarship provisions of SB10, then the parents/legal guardians must advise the Assessment Administration Division of the Georgia Department of Education of their desire for the student to be assessed with a state assessment. **This notification should be in writing and provided no less than six weeks prior to the first day of the scheduled state testing window.** A form is provided below to submit such requests.

Transportation

Parents/legal guardians assume responsibility for the transportation of the scholarship student to and from the designated testing location on the scheduled day. Parents/legal guardians must make sure that the student arrives punctually for testing.

Accommodations

As provided in O.C.G.A. §20-2-2114(f), acceptance of the scholarship has the same effect as a parental refusal to consent to services pursuant to the Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et seq. Accordingly, neither the public school nor the testing center will provide testing accommodations required in an IEP. However, the testing center will provide testing accommodations required to allow the student to access the testing program in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Such accommodations may not be identical to accommodations in the student's IEP and are only designed to provide the student access to the test.

To receive an accommodation under these stipulations, the parents/legal guardians must provide evidence of the type of accommodations and rationale for such accommodation at time of request for testing so that the testing center can make the necessary arrangements. The evidence for the need for accommodations during testing is typically part of a student's IEP. A current IEP from the private school is the preferred documentation. If a current IEP from the private school is not available, the parent is responsible for producing documentation from the student's current school that describes the accommodations that the private school affords the student in instruction and assessment at that school. Documentation should be written on the private school letterhead and signed by the principal. Only accommodations that are authorized as indicated in the current Student Assessment Handbook and/or Examiners Manual may be used for students to receive valid scores. These documents may be

accessed on the GaDOE testing web site: <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/default.aspx>.

Please direct inquiries regarding this policy to Mary Nesbit-McBride in the Assessment Administration Division at 404-232-1207, 800-634-4106, or mnesbit@doe.k12.ga.us.

2020-2021 State Testing Dates

Assessment	Administration Dates	Registration Must be Received by:
Georgia Milestones End of Grade (EOG)	April 12 – May 21, 2021	February 22, 2021
Georgia Alternate Assessment 2.0	March 22 – April 30, 2021	February 8, 2021

Request for SB10 Private School Scholarship Student to Participate in State Assessments

Student Name (Last, First, MI)	Student Date of Birth
Student's Grade	Student's School
School Contact	School Phone Number
Parent/Guardian Secondary Phone Number	Parent/Guardian email address
Parent/Guardian Street Address	Parent/Guardian City, State, Zip

Requested Assessment(s): (check one)

	Assessment	Administration Date(s)	Registration Must be Received by:
<input type="checkbox"/>	Georgia Milestones End of Grade (EOG)	April 12 – May 21, 2021	January 22, 2021
<input type="checkbox"/>	Georgia Alternate Assessment (GAA 2.0)	March 22 – April 30, 2021	February 8, 2021

Will the student require assessment accommodations as indicated in the text on the previous page?

Yes No

(If yes, please attach description and documentation of requested accommodations and submit with this form.)

Forms may be submitted via mail to:

Georgia Department of Education
 Assessment Administration Division
 Attention: Mary Nesbit-McBride
 1554 Twin Towers East
 205 Jesse Hill Jr. Drive SE
 Atlanta, Georgia 30334

Forms may be submitted via fax to:

404-463-9747

TEST PREPARATION

Preparation of Students

One of the purposes of the testing program is to collect information regarding the extent to which students are acquiring knowledge and skills to identify instructional strengths and areas of challenge and modify instruction appropriately. The GaDOE publishes brochures, documents, and instructional resource guides to help familiarize educators with the testing program and to provide teachers with assistance in delivering the instructional program. Copies of these documents are available to local systems at the GaDOE web site at <http://testing.gadoe.org>. Teachers should be aware of the existence of such materials and familiarize themselves with them. They should review their curriculum and lesson plans to be certain that the state-adopted content standards are included as a part of their instructional program. Despite the appropriateness of this process, many questions arise concerning teaching the test or coaching, and what is appropriate preparation for students.

Practicing Test-Taking Skills vs. Teaching the Test

Practice on questions or problems, which are developed from curriculum standards, are acceptable and desirable, and provided such activities are a part of a varied program of instructional strategies. Teachers and other instructional personnel should generate these questions and problems. Additionally, the use of practice tests and reinforcement materials developed by test and textbook publishers may be appropriate. However, practice test activities should be a very limited part of the instructional program.

Teacher-made test items and items from the TestPad that have structural similarity to statewide test items can also be used to assess the results of classroom instruction. However, when the majority of the instruction consists of repeated administrations of multiple forms of items similar to those on statewide tests, then instruction becomes coaching, and such coaching obscures students' needs and achievement. Item banks constructed to mirror statewide test items can easily be misused as coaching tools. Overuse of such items is improper and damaging to students' best interests.

The statewide tests do not measure all skills and objectives across the curriculum. Therefore, teaching only to the tests limits the kind of instruction that is desirable and necessary for an adequate instructional program. Instructional activities, including classroom teaching, should go well beyond the skills measured on a particular test. Furthermore, limiting student exposure to only concepts or skills assessed will likely adversely impact student achievement as measured by the tests.

Inappropriate Use of Test Materials

Unacceptable activities that violate appropriate test preparation include the following:

- Secure test items or prompts from Georgia's state assessments must not be taught to students.
- This restriction includes any manner of teaching test items during the school day and/or through homework assignments. Unauthorized access to specific test items ranges from teachers remembering a single test item to school personnel manually or mechanically copying actual test items.
- A test item from any form of the statewide tests in which only a word, phrase, or distracter has been changed must not be used with (or given to) students. The use of any form or item, which is similar to actual test items on the statewide tests, is a violation of appropriate test preparation procedure.

- Test content must not be copied or distributed. All statewide mandated tests given in Georgia are secure. Test items, student responses, and/or answer documents that are copied (by hand or by photocopying) or distributed violate test security and render the results of the test invalid.
- Test forms from the statewide testing program that have not been released must not be used as practice materials or to gain insight into characteristics and content of the tests. At no time, should any individual be in possession of such materials.

The activities listed here reflect unethical professional conduct and may result in official action taken against the offending staff person. The local Superintendent, the local board of education, and/or the Educator Ethics Division of the GaPSC may take such action.

Recommended Test Preparation

Although specific test items must not be taught, students should be acquainted with the format of standardized tests so they will feel comfortable when taking them. To foster interest rather than anxiety, teachers should use activities throughout the school year to prepare students for testing and to establish a relaxed atmosphere. These activities should be a part of the instruction and may include the following:

Practice Test-Taking Strategies

- Incorporate timed activities and wise use of time. Throughout the school year, teachers will want to require students to finish certain assignments and tests within a specified time period. It is important that students do not always have an unlimited amount of time to complete class work. If students develop work habits, which include completing assignments later in the afternoon or at home, a standardized testing situation with time limitations may be frustrating. Teachers should use Experience Online Testing Georgia and/or the Secure Practice Test to practice the format of Georgia Milestones.
- Design practice classroom tests to parallel standardized test formats. Students may experience difficulty with a standardized test if they are unfamiliar with the format. Throughout the school year, teachers will want to expose students to multiple-choice tests and familiarize them with a variety of writing assignments. With such exposure, students should find the statewide tests similar to routine work throughout the year. Teachers can use items from TestPad to create practice tests. The Georgia Standards of Excellence asks students to use technology to produce and publish writing using keyboarding skills. As such, students should be comfortable using technology-based tools for planning, revising, editing and revising written content. Another resource may include practice opportunities developed along with state assessments including <http://www.gaexperienceonline.com/> and practice tests associated with the Georgia Milestones and ACCESS assessments.
- Orient students to their assigned testing mode. Prior to testing, students should be familiarized with how to interact with the test based on the administration mode. In recent years, Georgia assessments, with only few exceptions, have transitioned to online administration. All assessments that are available through online administration have online practice resources. Links for accessing these resources can be found at testing.gadoe.org. The link is also valid for similar resources for paper administrations as well. For paper administrations, students should understand how to mark answers on the *Student Answer Document*, enter written responses into the correct section of the answer document, and attend to guidance to “go on” or to “stop” printed at the bottom of pages in the answer document and test booklet.
- Practice following directions. One of the causes of low-test scores is the failure to follow directions. For this reason, students need to practice following directions so they will not be penalized for carelessness during statewide testing. When taking a test, students should read the directions and/or listen as the test administrator reads the directions. Teachers should emphasize to students that if they hear directions that are unclear, they should ask for clarification immediately. Teachers should repeat the

directions as given in the *Examiner’s Manual* or *Directions for Administration*. Teachers will want to be sure that, during practice, students understand and look for key words and phrases, such as “opposite,” “same meaning as,” “base word,” “the word spelled correctly,” “the word spelled incorrectly,” etc.

Communication with Students and Parent(s)/Guardian(s)

Students and parent(s)/guardian(s) should be notified of test dates and times. Advance knowledge of the testing dates may encourage students to avoid staying up late the evening before the test and to come to school ready to test.

Students and parent(s)/guardian(s) should also know the purpose of the test, how the results will be used, and how the tests are relevant to them personally. Students should not feel undue anxiety about taking a standardized test, but they should be aware of the need to perform to the best of their ability. Students should understand that it is useful for teachers to know how much their students know and how well they can use what they have learned in school.

A careful explanation of the purpose of testing and the usefulness of test results in furthering a child’s progress can help parents see the value of testing for their child. Parent(s)/guardian(s) should understand that extreme test anxiety will impair their child’s performance. Parent(s)/guardian(s) can contribute to good test performance by ensuring that their child is punctual and in attendance, gets plenty of rest, eats breakfast, and especially feels the support and encouragement of the parent(s)/guardian(s). The district and school should post in a prominent place on their websites testing dates, when to expect test results, and the means for distribution of results to students and parents.

Strategies/Tips for Preparing Students for Test Taking

School systems may wish to duplicate the following pages to use as suggestion sheets for students and parent(s)/guardian(s).

Before the Test:

- Prepare yourself emotionally for taking the test. If you are overly anxious, much of your energy and potential will be sapped by the anxiety and you will likely not be able to demonstrate your true ability on the test. It frequently helps to reduce anxiety if you know more about the test in advance, such as what type of test you are taking, what subjects are tested, and the purpose of the test.
- Follow normal routines. Interruption of normal routines may affect your performance. The night before the test you should not stay up later than usual since fatigue may lead to poor test performance. The day of the test you should eat a normal breakfast and lunch. Skipping meals or overeating before taking a test may adversely affect your performance.

At Test Time:

- Concentrate. Do not allow yourself to be distracted by noises or movements around you.
- Read instructions or directions carefully before selecting any answer. If you do not understand the directions, raise your hand, and ask for help.
- Follow instructions. Pay close attention to the samples. They are on the test to help you understand what the items on the test will be like and how to mark your answer properly.
- Read the entire question and all answer choices. You need to read each item and all answer choices before marking your answers.
- Make an educated guess. Making an educated guess means that you are able to eliminate one or more choices. For example, if there are four choices and you do not know which choice is correct but do know that two choices are incorrect; you have a 50-50 chance of choosing the correct

answer. You should also remember that there is no pattern of correct answers. For example, if the last three correct answer choices were “D,” the next correct answer may be A, B, C, or D.

- Keep track of the time. Since most statewide tests have a time limit, be aware of the amount of time allocated to each section. Pace yourself so that you will be able to complete the section within the time limit. Use all of the time allocated. Persistence pays off.
- When testing online and where necessary, make sure you transfer your answer from the draft area to the final response section of your online test. Students should understand how to use online tools, turn pages to reading passages, scroll to access off-screen content, answer different items types such as those with multiple parts or multiple correct answers, and respond to items for which students type answers using their own words.
- If you are testing with paper testing materials, place your answer correctly on the answer document. While taking tests, you should match the number on the answer document to the item number in the test booklet. This is especially important if you skip questions and go back to them later. You should mark only one answer for each item. Unless the item has multiple correct answer, if two answers are marked for the same item, the item will be counted as incorrect. If you erase an item, you should be certain that it is erased completely and carefully so that holes are not made in the answer document. It is important for paper administrations that students pay close attention to instructions to “Go on” or “Stop” that are found at the bottom of pages in the test booklet and answer document.

STUDENTS IN HOME SCHOOL

Students served in home schools are governed by the provisions of Georgia law: O.C.G.A. 20-2-690. Additional information may be located at the following link: <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Pages/Home-Schools.aspx>

Public school systems are not required by law to furnish instructional materials, textbooks, or services such as testing to students enrolled in home schools. State assessments may only be administered to students enrolled in Georgia's public-school systems/public charter schools.

For home school related questions contact:

GaDOE Policy Division

Email: homeschool@doe.k12.ga.us

Phone: 404-656-3083

Fax: 770-344-4623

APPENDICES

Required Forms

The following forms are required by the GaDOE at various times during the school year as related to the assessment program. The due dates will be specified on each form (if applicable).

All STCs should be aware of these forms and when each form is due. Questions about the forms can be addressed by contacting the Assessment Administration Division at 404-656-2668 or 800-634-4106.

The following required forms should be completed and submitted to the GaDOE. E-mail attachments of these forms cannot be accepted. **Please complete these forms on-line.** All forms are located on the MyGaDOE Portal.

- **Superintendent's Certification Form** – Due January 31 each year for assessments conducted July 1 – December 31
- **Superintendent's Certification Form** – Due July 31 each year for assessments conducted January 1 – June 30
- **Testing Irregularity Form**

The following required forms should be completed and maintained at the system. These forms are not available on the MyGaDOE Portal and should not be submitted to the GaDOE. They must be retained by the system for a minimum of five (5) years.

- **Principal's Certification Form**
- **Validation Form for Transcribing Answer Documents**
- **Eligibility Criteria for Participation in the Georgia Alternate Assessment 2.0** – This form should remain with the student's IEP record according to IEP guidelines.

Sample Forms/Optional

The state-testing program does not require the following forms. However, many systems have developed forms that assist them in record keeping and accountability. The GaDOE expresses its appreciation to STCs who have made these forms available for inclusion in the *Student Assessment Handbook*. Please feel free to modify these forms as necessary to fit the needs of your system.

- Examiner's Certification of Adherence to Prescribed Test Administration Procedures
- Test Participation Documentation for Eligible EL Students
- Test Security Information for School Test Coordinators/Examiners/Proctors

Appendix A: Superintendent's Certification 2020-2021

Appendix B: Principal's Certification

Appendix C: Validation Form for Transcription of Answer Documents

Appendix D: Eligibility Criteria for the Georgia Alternate Assessment 2.0 (GAA)

Appendix E: Examiner's Certification of Adherence to Prescribed Test Administration Procedures

Appendix F: Test Security Information for School Test Coordinators/Examiners/Proctors

Appendix G: Participation Documentation for Eligible EL Students

Appendix H: Accommodations Tables

Appendix I: Web Resources

Appendix J: O.C.G.A. § 20-2-281

Appendix K: Table of Changes

Appendix A. Superintendent's Certification 2020-2021

Check one. Testing administration session certification must be completed for each time period and not combined into one certification.

<input type="checkbox"/>	Testing Administration Session ending June 31 (Must be submitted no later than July 31)
<input type="checkbox"/>	Testing Administration Session ending December 31 (Must be submitted no later than January 31)

Check the appropriate response. Give a full explanation for all items for which the response was "NO." Attach the explanation on an additional sheet.

YES NO

1. Test materials were properly inventoried and stored in a secure location prior to test administration.
2. A certified building level official was responsible for test material distribution and storage while materials were in the school and was held accountable for all test booklets sent to that building.
3. The Principal's Certification Form has been completed as required for all test administrations.
4. This system adhered to all written regulations and procedures relating to testing and test administration, including the distribution and collection of test materials, test security, use of test results, and department testing dates and the reporting of irregularities established in the Student Assessment Handbook, System and School Test Coordinators' Manual(s), Assessment Guides, assessment supplements, and correspondence. (Any and all irregularity documentation were sent to the appropriate Assessment Specialist.)
Summer/Fall Test Administrations: (July – Dec.) Georgia Milestones, GKIDS Readiness Check
Winter/Spring Test Administrations: (Jan. – Jun.) Georgia Milestones, GAA 2.0, GKIDS 2.0
Other: NAEP, ACCESS for ELLs (incl. Alternate ACCESS for ELLs)
5. How many irregularities (IRR) were reported to the Georgia Department of Education? How many of those irregularities resulted in assessment invalidation (INV)?

	IRR	INV		IRR	INV
Georgia Milestones EOG			ACCESS for ELLs		
Georgia Milestones EOC			GKIDS 2.0		
Georgia Alternate Assessment 2.0					

6. If any possible unethical behavior occurred regarding testing policies and procedures, the Educator Ethics Division of the Georgia Professional Standards Commission has been notified.
7. The system superintendent reviewed and approved system testing administration plans.
8. Building level personnel received training in appropriate administration procedures.
9. Students with disabilities and/or students who received ESOL services received accommodations in accordance with their IEPs, IAPs, or EL/TPC Plans.
10. All students appropriately participated in the Statewide Student Assessment Program.
11. System and/or building administrative personnel monitored testing sites.
12. The system has accounted for, disposed of, and/or returned testing materials in accordance with stated timelines and instructions in the Student Assessment Handbook, System and School Test Coordinators' Manual(s) and Assessment Guides.

System Name

System Test Coordinator (Signature)

Date

System Superintendent (Signature)

Date

Appendix B: Principal's Certification

Adherence to Prescribed Test Administration Procedures

System Test Coordinators should copy and distribute this form to all Principals prior to **each** administration. Principals should sign the form and return to the System Test Coordinator once all materials are verified and returned to the system. System Test Coordinators should receive a signed copy of this form after **each** administration. **This form must be retained at the system level for five years.**

Check the appropriate response. Give a full explanation for all items for which the response was "NO." Attach the explanation on an additional sheet.

Test Administration: _____

YES NO

- | | | |
|---|---|---|
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | 1. Test materials were properly inventoried and stored in a <u>secure location</u> prior to test administration. This is inclusive of online testing tickets/log-ins. |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | 2. A building level official was responsible for test material distribution and storage while materials were in the school and was held accountable for all test booklets sent to that building. |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | 3. This school adhered to all written regulations and procedures relating to testing and test administration, including the distribution and collection of test materials, test security, use of test results, and department testing dates established in the Student Assessment Handbook, System and School Test Coordinators' Manual(s), Assessment Guides , and assessment supplements and correspondence. |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | 4. If any possible unethical behavior occurred regarding testing policies and procedures, the Professional Practices Section of the Professional Standards Commission has been notified. |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | 5. The principal reviewed and approved test administration plans. |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | 6. Building level personnel were oriented to appropriate administration procedures. |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | 7. Students with disabilities and/or students who received ESOL services received accommodations in accordance with their IEPs, IAPs, or EL/TPC Plan. |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | 8. All students appropriately participated in the Statewide Student Assessment Program. |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | 9. System and/or building administrative personnel monitored testing sites. |
| <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | 10. The school has accounted for testing materials in accordance with instruction in the Student Assessment Handbook, School Test Coordinators' Manual(s), and Assessment Guides. |

School

School Test Coordinator (Signature)

Date

Principal (Signature)

Date

Return this completed form to the System Test Coordinator when test materials are verified and returned.

Appendix C: Validation Form for Transcription of Answer Documents

School	GTID
Student	Grade
Assessment	Date

May be used for any student answer or response document across all assessments.

_____ <i>Initials</i>	I have transcribed the student's responses from a Braille <i>Student Test Booklet</i> (Transcription form only) into the corresponding online form for the student listed above.
_____ <i>Initials</i>	The student's answer document reflects the same responses as the student's test booklet/original answer document. I performed the transcription in the presence of another GaPSC certified employee serving as a witness.
_____ <i>Initials</i>	I have submitted the transcribed answer document and returned the student's test booklet as directed.

OR

_____ <i>Initials</i>	I have transcribed the student's responses from a <i>Large Print and/or Marks Answers in Test Booklet</i> (Transcription form only) into the corresponding online form for the student listed above.
_____ <i>Initials</i>	The student's answer document reflects the same responses as the student's test booklet/original answer document. I performed the transcription in the presence of another GaPSC certified employee serving as a witness.
_____ <i>Initials</i>	I have submitted the transcribed answer document and returned the student's test booklet as directed.

OR

_____ <i>Initials</i>	I have transcribed the student's responses from a standard <i>Student Test booklet and/or Student Answer/Response Document</i> into a corresponding online form (Transcription Form only) for the student listed above.
_____ <i>Initials</i>	The student's answer/response document reflects the same responses as indicated by the student from the student's test booklet. I performed the transcription in the presence of another GaPSC certified employee serving as a witness.
_____ <i>Initials</i>	I have submitted the transcribed the answer/response document and returned the student's test booklet as directed.

Name of GaPSC-Certified Scribe

Signature of GaPSC-Certified Scribe

Name of GaPSC-Certified Witness

Signature of GaPSC-Certified Witness

Retain a copy of this form for your school/system records

Appendix D: Eligibility Criteria for the Georgia Alternate Assessment 2.0 (GAA)

Step I: Review the Eligibility Criteria for GAA

Prior to reviewing the eligibility criteria for GAA, the Individualized Education Program (IEP) team must understand all assessment options, including the characteristics of each assessment and the potential implications of each assessment choice. The GAA 2.0 is intended for students with the most significant cognitive disabilities. Instruction for these students is based on alternate academic achievement standards, which are aligned to the Georgia Standards of Excellence at a reduced depth, breadth, and complexity. Beginning with students who enroll in ninth grade for the first time on or after the 2020-2021 school year, students who participate in the GAA 2.0 will be eligible for the state-defined alternate diploma rather than the regular high school diploma (SBOE 160-4-2-.48).

According to O.C.G.A § 20-2-281, school districts are required to follow the procedures specified in the applicable test administration materials. As a result, the IEP team must use this form to document its assessment decisions.

If GAA is being considered, the IEP team must review the four criteria below and select **Yes** or **No** if applicable to the student. To be eligible to participate in GAA, the answer to all four of the questions below must be **Yes**. If the answer to any of the questions is **No**, the student is not eligible to participate in GAA and must participate in the Georgia Milestones Assessment System. Each **Yes** answer requires a justification that contains evidence that the student meets the criteria.

Student Name			Grade		
Eligibility Criteria		Sources of Evidence (check if used)		Justification	
<p>1. Does the student require intensive, individualized instruction in a variety of instructional settings? The student needs specialized academic instruction and techniques over a period of time to ensure that he or she can learn, retain information, and transfer skills to other settings.</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>		<p><input type="checkbox"/> Present Levels of Academic Achievement and Functional Performance <input type="checkbox"/> Anecdotal Notes and Observations <input type="checkbox"/> Benchmark Data <input type="checkbox"/> Progress Monitoring Data <input type="checkbox"/> Learning Characteristics Inventory <input type="checkbox"/> Other _____</p>		
<p>2. Does the student have a significant cognitive disability? A significant cognitive disability is determined by the IEP team and must be based on evaluation information</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>		<p><input type="checkbox"/> Results of Individual Cognitive Ability Test <input type="checkbox"/> Results of Adaptive Behavior Skills Assessment</p>		

Student Name			Grade		
Eligibility Criteria		Sources of Evidence (check if used)		Justification	
<p>performed by a qualified evaluation team. The significant cognitive disability must affect the student's intellectual functioning and be documented as such in the student's individualized education program (IEP).</p>		<input type="checkbox"/> Learning Characteristics Inventory <input type="checkbox"/> Other _____			
<p>3. Does the student require specialized supports to access and participate in the grade-level Georgia Standards of Excellence (GSE) that require modifications based on the student's Present Levels of Academic Achievement and Functional Performance (PLAAFP)? Access to the grade-level curriculum is mandated by the federal government. A student with a significant cognitive disability requires access to the GSEs through prerequisite skills that are linked to the grade-level curriculum.</p>		<p>○ Yes ○ No</p>	<input type="checkbox"/> Results of Individual Cognitive Ability Test <input type="checkbox"/> Results of Adaptive Behavior Skills Assessment <input type="checkbox"/> Anecdotal Notes and Observations <input type="checkbox"/> Benchmark Data <input type="checkbox"/> Progress Monitoring Data <input type="checkbox"/> Results of language assessments including English Learner (EL) assessments, if applicable <input type="checkbox"/> Learning Characteristics Inventory <input type="checkbox"/> Other _____		
<p>4. Does the student require specialized supports to demonstrate age-appropriate adaptive behavior? A student with a significant cognitive disability needs specialized support throughout the day in areas such as expressing his or her needs, getting from place to place, eating lunch, negotiating social situations, and/or taking care of personal needs.</p>		<p>○ Yes ○ No</p>	<input type="checkbox"/> Results of Individual Cognitive Ability Test <input type="checkbox"/> Results of Adaptive Behavior Skills Assessment <input type="checkbox"/> Learning Characteristics Inventory <input type="checkbox"/> Other _____		

Step II: Assurances

The IEP team has participated in training and guidance regarding student participation in state mandated assessments that includes the information below:
Under 34 Code of Federal Regulations (CFR) 300.320(a)(6) and [O.C.G.A § 20-2-281], if the IEP team determines that the student will take GAA, the IEP team may provide additional summary statements of why the student cannot participate in the Georgia Milestones Assessment System, with or without allowable accommodations, and why the alternate assessment is appropriate for the student, including that all of the eligibility criteria are met.
Additional Summary Statements (if necessary):
The decision to administer GAA is based on multiple sources of measurable, objective evidence, including, but not limited to current IEP PLAAFP statements, goals and/or objectives, report cards, progress reports, work samples, teacher observations, Full and Individual Evaluations (FIE), standardized achievement test results, and classroom, district, and statewide assessment results. This decision is not based solely on the student's previous performance on statewide assessment.
The decision to administer GAA is made by the IEP team, not administratively based on federal accountability requirements which limit the number of students taking an alternate assessment who can be counted as proficient in CCRPI performance calculations. Although GAA is intended for a small number of students, the proficiency cap does not limit the number of students receiving special education services who may take the alternate assessment.
The decision to administer GAA is based on the student's educational needs and the instruction the student is receiving. This decision is not based solely on the student's disability category and is not based on the student's racial or economic background, excessive or extended absences, or amount of time or location of service delivery.

Appendix E: Examiner's Certification of Adherence to Prescribed Test Administration Procedures

Check appropriate response and explain any problems relating to security or administration procedures, which may have occurred. Use an additional sheet, as necessary.

YES NO

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Examiner participated in all test security and test administration training. <i>Examiner's Manual</i> was thoroughly reviewed prior to the first testing session. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. All secure testing materials were carefully counted when received. Any discrepancies were reported to the School Test Coordinator and were successfully resolved. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. All testing materials were kept in a secure location while in the examiner's possession and no one was allowed to record, copy, or make a conscious mental note of any testing item, answer documents and/or student responses. This includes all online testing authorization tickets, codes, etc. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. All procedures for testing as given in the Examiner's Manual, including readings of all directions to students, word for word, were followed. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. No student left the room during a testing session. If an emergency or urgent personal need (i.e., restroom) did necessitate a student's exit, an explanation can be found on the back of this sheet. |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Proper classroom control was maintained, and students were on task during the testing period. This includes ensuring that student electronic devices were not present/used in the test setting and/or were collected per local school/system procedures. |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. While students were assisted with procedural aspects of the test, no assistance was offered which could have altered/influenced a student's response to any test item. |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. Along with direct administrator supervision, at the conclusion of testing, inspects answer documents for only the purposes stated in <i>the 2019-2020 Student Assessment Handbook</i> . |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. The use of reference materials was not allowed unless specified in the <i>Examiner's Manual</i> . |
| <input type="checkbox"/> | <input type="checkbox"/> | 10. A roster of students was maintained and turned in to the School Test Coordinator along with an answer document for each student taking all or part of the test. |
| <input type="checkbox"/> | <input type="checkbox"/> | 11. All testing materials issued were carefully counted and returned to the School Test Coordinator. |

Examiner's Signature _____ Date _____

Appendix F: Test Security Information for School Test Coordinators/Examiners/Proctors

This section on security includes information that applies to test coordinators, examiners, and proctors. This information is intended to help personnel understand the procedures that test coordinators use to inform them of their responsibilities.

The need to be very careful regarding test security is critical. Test coordinators should be certain that they are aware of their responsibilities and have made everyone who assists them with test administration aware of his/her responsibilities. Staff members who are not involved in testing should also be aware of the school's responsibility for test security. Paraprofessionals, custodial staff, and others in the school who may be in classes during testing or may be in the area where tests are stored, even though they do not have direct access to tests, should be aware of security rules.

Situations may arise which call for unplanned reactions. New questions may arise about what can and what cannot be done in relationship to testing issues. Therefore, test coordinators may have to make decisions on what actions should result. Attempting to analyze each situation by asking the following questions may help to decide the proper action to take:

- Could this possibly give one student an improper or unfair advantage over others?
- Could this possibly give one teacher's class an improper or unfair advantage over others?
- Could this possibly give a student or teacher advance knowledge of the test?
- Could this possibly be considered as teaching a child a small amount of information that is known to be on the test, or is very likely to be on the test, rather than teaching skills and the entire curriculum/standards for the subject area to be tested?
- Could this possibly be considered unethical or a violation of board rule, professional teaching practices, the provisions in the GaDOE *Student Assessment Handbook*, or the instructions in the Examiner's Manual?

If the answer to any of the above was yes, then the action would be improper and should not be taken. This does not mean that teachers should not prepare students for standardized tests. They could have a daily review of skills or concepts that are to be tested. They should also be taught appropriate test-taking skills. Teachers should contact the SchTC for any questions about testing issues. If an answer is not readily available; one will be obtained from the GaDOE by the STC.

The following is a list of items to be considered prior to testing. The list **should not be** considered all-inclusive. Where applicable, the list applies to both online and paper/pencil testing environments. This document is recommended as a training resource prior to test administration.

Must Do:

Participation in Training:

- Be certain that everyone involved in the testing process has been properly trained and informed of responsibilities in the area of test security.
- Provide sign-in sheets and rosters as well as training agendas. Attendance at training must be mandatory and well-documented. Untrained examiners must not be allowed to test.
- All GaPSC certified examiners have been informed of the Code of Ethics for Educators related to testing and the consequences of examiner malpractice.

Test Security:

- Contact the SchTC if any question arises about tests or test security. The school principal must also be made aware of any issues involving testing or test security.

- Follow all local protocols and procedures regarding minimizing risk of testing irregularities and potential invalidations.
- Teachers should notify the SchTC of any problems that occur during testing. SchTCs should immediately notify the principal in writing of any problems and then notify the STC. If necessary, the STC will notify the GaDOE.
- Make certain that everyone involved in testing in any manner is aware of the items in this list and the list below and ensure that everyone involved in testing is aware of professional practices and the consequences of violations.

Handling of Materials:

- Keep all secure testing materials stored in a secure place accessible only by the principal and the test coordinator. The GaDOE recommends that test materials be stored in a locked cabinet in a locked room. If an adequate number of locked cabinets are not available, then test materials are to be stored in a locked room to which only the principal and test coordinator have access. Restricted access should be confirmed prior to receipt of test materials.
- Be certain that all materials issued to persons administering tests are counted carefully when given out and when returned. Keep a daily log of checkout times and return times. If a problem occurs, notify the SchTC immediately.
- Be certain that all persons receiving materials sign a checkout sheet when they receive the materials. This sheet should show date and time.
- Distribute testing materials as close to the actual testing time as possible.
- Make certain that all materials are returned immediately after the testing session. Teachers are responsible for turning them in and coordinators are responsible for verifying that they do.
- Be certain all persons returning materials sign a check-in sheet. This sheet should show date and time.
- Be certain that materials are issued only to GaPSC-certified persons who have been carefully advised of their responsibilities for test security. Only GaPSC-certified staff members who have been trained on the proper management of secure test materials/online test administrations should handle such materials.
- Be certain that the test coordinator, principal, or principal's designee is present when demographic data (name, student number, etc.) is entered on any test booklets or answer documents. This should be done in a central and well supervised location.

Student Preparation:

- Perform all necessary technology readiness checks and online student practice tests in advance of online testing.
- Adhere to calculator and electronic device policies and guidelines.

Test Administration:

- Follow instructions in the test manual exactly. This is very important because manuals change each year. Not doing so can potentially invalidate test scores.
- Take down or cover any content materials displayed in the classroom if the item could provide assistance to students during the test.
- Adhere to the expectations set forth in the *Student Assessment Handbook*, and by the local system, relative to student possession of electronic devices in the test setting.

- Teachers must collect and turn in to the SchTC any scratch paper/graph paper used during a standardized test and the SchTC should destroy it. Scratch paper/graph paper must not be used for a test if the test directions or Examiners manuals do not allow it.
- Review test tickets to ensure all students requiring testing accommodations have accurately been applied in online testing platforms and/or paper documentation.

Must Not Do:

Test Content:

- Allow anyone to see test forms, including online and paper/pencil forms, for any state-mandated test before they are administered—not even for a brief look regardless of the reason.
- Copy tests or test materials in any way—no photocopies, no handwritten copies, no electronic copies/photos, no notes may be made about/of test content, including secure GAA 2.0 responses.
- Allow anyone else to copy tests, testing materials, or make notes about test content.
- Keep tests or testing materials at the end of the testing session or the assessment window.
- Give students the answer, or any clues to the answer, to any test item.
- Make notes about test content during test administration.
- Use any information about actual test items, regardless of how it is obtained, to help students prepare for the test. Such information may not be shared with anyone for any purpose, including through social media sites and communications. This does not include appropriate sample test items, practice materials, or GaDOE publications such as Test Content Descriptions and Student Study Guides.

Test Administration:

- Enter/disrupt test settings during test administration unless necessitated by an emergency or other important need that is time sensitive.
- During instruction, teach a particular problem or bit of information because it is known to be on the test. (This does not mean that skills and concepts, which are listed in the objectives or on test profiles, should not be emphasized—they should be.)
- Add anything to, or delete anything from, the directions in the test manual. Examiners must read the script found in the Test Administration Manual exactly as written. Deviation from this violates standardized test conditions and may invalidate scores.
- Discuss test items or actual test content with anyone at any time. This does not prohibit discussions about test content descriptions/objectives, test profiles, test results, or test preparation.

Malpractice:

- Select and distribute test materials, test forms, writing prompts, etc. in a manner designed to provide a student/group of students with an advantage over others.
- Alter or interfere with a student’s responses.
- Remove secure test materials from their secure storage location for reasons other than the preparation of materials for testing, actual test administration, and the completion of tasks prescribed by test administration manuals or the *Student Assessment Handbook*.

I received a copy of this three-page document (*Test Security Information for School Test Coordinators/Teachers/Examiners*) and understand that I am required to be aware of its contents and to share this information with everyone who assists me with testing.

Name: _____ **Date:** _____

Appendix G: Participation Documentation for Eligible EL Students

EL Test Participation Committee (EL/TPC) Meeting Date: _____

Student Name: _____ Grade: _____ School: _____

Date of Entry in US School: mo _____ yr _____ DOB: _____ GTID: _____

Is the student eligible for ESOL services? (Indicate the student's proficiency level on the state-approved eligibility screener in accordance with SBOE Rule 160-4-5-.02)

Student's proficiency level _____

___ Yes ___ No ___ Exit Year (EL-1, EL-2 may be considered for assessment accommodations.)

Will the student participate in all required assessments without accommodations?

___ Yes (Stop here) ___ No (Continue with number 2)

Determine the accommodations the student needs to meaningfully participate in each assessment this school year and document them using the appropriate form. These accommodations will be taken from the table of allowable test accommodations located in the *Student Assessment Handbook* and/or test administration manuals. Any accommodation considered that is not found in the *Student Assessment Handbook* **must** be approved by the Assessment Administration Division of the GaDOE prior to use. All accommodations must be consistent with classroom instruction and assessment and support any plans that have been designed to aid the student instructionally.

Signatures (Committee shall be comprised of a minimum of three members, one of whom is an educator certified by the Professional Standards Commission, and must include the ESOL teacher currently serving the student with English language assistance):

Content area and/or grade level _____

ESOL Teacher _____ Date _____

Certified Educator _____ Date _____

Parent/Guardian _____ Date _____

Student (if 18 yrs or older) _____ Date _____

Administrator _____ Date _____

Chart: Recommended Assessment Accommodations
(Attach to EL/TPC Documentation form)

Student Name _____

Student GTID # _ _ _ _ _

Name of Assessment				
Setting				
Presentation				
Response				
Scheduling				

Appendix H: Accommodations Tables

Georgia Milestones and Georgia Alternate Assessment 2.0 Allowable Accommodations

Administration policy, protocols, and eligibility guidance are provided in the *Student Assessment Handbook, Accessibility & Accommodations Manual*, and related Test Administration Manuals and training opportunities.

Setting Accommodation	Type	Coding Required in Online Platform	Must be ordered separately	GAA Standard Administration Procedure (Coding Not Required)
1. Preferential seating	S			✓
2. Special education classroom	S			✓
3. Small group	S			✓
4. Individual administration	S			✓
5. Individual or study carrel	S			✓
6. Adaptive furniture (e.g. slant board)	S			✓
7. Sound field adaptations	S			✓
8. Special or adapted lighting	S			✓
Presentation Accommodations	Type	Coding Required in Online Platform	Must be ordered separately	GAA Standard Administration Procedure (Coding Not Required)
9. Test Examiner familiar to student	S			✓
10. Video Sign Language/Sign the directions, closed captioning	S	✓		
11. Video Sign Language/Sign test questions, closed captioning	S	✓		
12. Video Sign Language/Sign ELA passages – See guidelines	C	✓		S
13. Text to Speech (TT-S) or Oral reading of test questions in English – See guidelines	S	✓		✓
14. Text to Speech (TTS-C) or Oral reading of ELA passages in English, screen-reading software/applications – See guidelines and requirements	C	✓		S ✓
15. Enlarged font (Online magnification and scaling preferred; paper/pencil form available due to a student’s documented disability preventing access to a computer)	S	✓	✓	✓
16. Braille form	S	✓	✓	
17. Blank, graphic organizers	S			
18. Color overlays, high or low contrast	S	✓		

19. Low Vision Devices: handheld (electronic or non-electronic) or video magnifiers; includes computer magnification (e.g. CCTV, other magnifying equipment)	S			
20. Audio amplification noise buffers and cancelling devices, headphones or other listening devices	S			✓
Response Accommodations	Type	Coding Required in Online Platform	Must be ordered separately	GAA Standard Administration Procedure (Coding Not Required)
21. Alternative keyboards, mice, joystick, or other communications device with grammar and spell checks disabled; Internet disabled	S			✓
22. Student identifies answer through alternate means (e.g. points, eye gaze, tap, finger pointing)	S			✓
23. Scribe; student responds in English – See guidelines	S	✓		✓
24. Braille (manual or electronic); device with grammar and spell checks disabled; Internet disabled	S	✓		
25. Abacus (allowed for students with visual impairments only)	S			✓
26. Basic function calculator or adapted basic calculator (e.g. Braille or talking calculator) – See guidelines and requirements	C	✓		
27. Adapted writing tools (e.g. pencil grips, large diameter pencil)	S			✓
28. Adapted/lined paper, raised line, bold line or large graphing paper	S			✓
Scheduling Accommodations	Type	Coding Required in Online Platform	Must be ordered separately	GAA Standard Administration Procedure (Coding Not Required)
29. Frequent monitored breaks	S			✓
30. Optimal time of day for testing	S			✓
31. Extended time	S			✓

WIDA ACCESS for ELLs, Kindergarten ACCESS for ELLs, Alternate ACCESS for ELLs (ALT), and WIDA Screener Allowable Accommodations

Specific guidance is found in the *WIDA Accessibility & Accommodations Supplement* and Test Administration Manuals. Georgia-Specific policy is found in the *Student Assessment Handbook* and *Accessibility & Accommodations Manual*.

Accommodation – (Accommodations appropriate for Alternate Access marked with ALT)	Type	Coding in WIDA AMS	Must be ordered separately	Kindergarten Access for ELLs Standard Administration Procedure (Coding Not Required)	Alt Access Standard Administration Procedure (Coding Not Required)
1. Braille with Tactile Graphics. May not be used for Speaking domain.	S	BR	✓		
2. Extended time of a test domain over multiple days. Requires GaDOE approval.	S	EM		✓	✓
3. Extended speaking test response time (twice the allowable time to respond). Allowable for Speaking Domain only.	S	ES		✓	✓
4. Extended test time within the school day (1.5 times the allowable time to respond)	S	ET		✓	✓
5. Human reader for items (stimuli and prompts). May not be used for Reading Domain.	S	HI		✓	✓
6. Human Reader for response options (answer choices). Available for Listening Domain only.	S	HR		✓	✓
7. Human Reader for repeat of items one time (stimuli and prompts). May not be used for Reading domain.	S	RI		✓	✓
8. Human Reader for repeat of response options (answer choices) one time. Available for Listening domain only.	S	RR		✓	✓
9. Interpreter signs test directions in ASL. Translation of test items and response options into ASL or any other language is not permitted.	S	SD		✓	✓
10. Large Print. Student answers must be transcribed verbatim into a scannable test book and returned to DRC for scoring. Student work and/or answers that are not transcribed will not be scored. Students may utilize embedded magnifier, responsive online screen instead of paper.	S	LP	✓		
11. Manual control of item audio. This accommodation allows the play button to be enabled and activated by	S	MC			

Accommodation – (Accommodations appropriate for Alternate Access marked with ALT)	Type	Coding in WIDA AMS	Must be ordered separately	Kindergarten Access for ELLs Standard Administration Procedure (Coding Not Required)	Alt Access Standard Administration Procedure (Coding Not Required)
the student one time . Once initiated, the audio cannot be paused or stopped. May not be used for Reading domain.					
12. Repeat item audio. Student manually starts the audio embedded in the online platform and is able to replay the audio one additional time . May not be used for Reading domain.	S	RA			
13. Scribe. Responses must be scribed verbatim on screen or in a paper test booklet at the time of testing by the test administrator. See Scribe Guidance in <i>WIDA Accessibility & Accommodations Supplement</i> . (ALT)	S	SR			
14. Student responds using a recording device, which is played back and transcribed by the student. May be used for Writing domain only. See specific guidance for use of this accommodation.	S	RD			
15. Test may be administered by school personnel in non-school setting. Use of this accommodation must be approved by GaDOE Assessment Specialist.	S	NS			
16. Word processor or similar keyboarding device used to respond to test items. May not be used for Speaking domain. Responses must be transcribed verbatim in the test booklet as soon as possible after testing.	S	WD			
<p>Augmentative Communication Devices</p> <p>Use of Augmentative/Alternative communication (AAC) devices to respond to items is not considered an accommodation for ACCESS for ELLs, Kindergarten ACCESS for ELLs, WIDA Screener, or Alternate ACCESS for ELLs. This is considered the student’s voice for a student who is unable to produce functional speech. The use of AAC should be consistent with the student’s day-to-day instruction and communication methods. A special “ACCESS for ELLs” page should not be provided on a student’s communication device just for the assessment, as this is not representative of their English language skills. Care must be taken when interpreting ELP scores for students using AAC systems, as their proficiency with the device as well as available vocabulary may confound the assessment of English language proficiency.</p>					

NAEP Allowable Accommodations

Additional information may be found on the NAEP website.

https://nces.ed.gov/nationsreportcard/about/accom_table.aspx

Accommodation for SD and/or ELL	Type	Must be ordered separately
1. Extended time	S	
2. Small group, or one-on-one	S	
3. One-on-one	S	
4. Directions only read aloud in English	S	
5. Test items read aloud in English – occasional or most/all (Not allowed for Reading test.)	S	
6. Breaks during test	S	
Other Accommodations for SD	Type	Must be ordered separately
7. Calculator version of the test FN3 (Math only)	S	
8. Must have an aide present in the testing room	S	
9. Responds orally to a scribe	S	
10. Large print version of the test	S	
11. Magnification	S	
12. Uses template/special equipment/preferential seating	S	
13. Cueing to stay on task	S	
14. Presentation in Braille (Not allowed in Science test)	S	✓
15. Response in Braille	S	
16. Presentation in Sign Language (Not allowed in Reading test)	S	
17. Response in Sign Language	S	
Other Accommodations for ELL Students	Type	Must be ordered separately
18. Bilingual dictionary without definitions in any language (Not allowed in Reading or Writing test.)	S	
19. Directions only read aloud in Spanish	S	
20. Spanish/English version of the test (Exclusions: Reading test; Writing FN6 test; and Grade 12)	S	
21. Test items read aloud in Spanish (Exclusions: Reading test; Writing test; Grade 12)	S	

Georgia Milestones Allowable Accommodations for English Learners

Accommodation	Most likely to benefit EL students at this ELP Level		
	ELP Levels 1.0 – 2.9	ELP Levels 3.0 – 3.9	ELP Levels 4.0 – 5.9
Setting Accommodations			
1. ESOL classroom	✓	✓	✓
2. Small group	✓	✓	✓
3. Preferential seating	✓	✓	
4. Individual or study carrel	✓		
5. Individual administration	✓		
Presentation Accommodations			
6. Explain or paraphrase the directions for clarity (in English only)	✓	✓	
7. Oral reading of test questions in English only	✓	(case by case for students in the low 3.0's)	
8. Oral reading of ELA passages in English only*	Reading Proficiency < 2.0 AND Listening Proficiency ≥ 3.0		
9. Repetition of directions** (in English only)	✓	✓	
Response Accommodations			
10. Word-to-Word dictionary***	(case by case for students in the 2.0's)	✓	✓
Scheduling Accommodations			
11. Frequent monitored breaks	✓	✓	
12. Extended time within the confines of the school day	✓	✓	✓

*Restricted to eligible EL students only; see guidance for eligibility. For oral reading, screen reader is the preferred method of administration. Where a human reader delivers the accommodation, examiners must adhere to directions provided in the Read-Aloud Guidelines.

**Be aware that some accommodations, such as repeated directions and extended time may also require small group administration.

***EL student must be literate in 1st language enough to use the dictionary effectively; Extended time must be provided in conjunction with this accommodation.

Appendix I: Web Resources

The GaDOE provides extensive resources via the web. The following information is provided so that systems can utilize these resources to effectively communicate information to students, parents, and teachers.

Communication for STCs

Important update information is posted for all STCs via the GaDOE web site (<http://testing.gadoe.org>). On the main testing page, look at **For Educators** under Assessment Resources. STCs should access this site frequently to check for information. Documentation found at that location includes:

- Memoranda & Announcements
- Georgia Assessment and Training Calendar
- Student Assessment Handbook
- Accessibility & Accommodations Manual
- Assessment Administration Protocol Manual
- MyGaDOE Portal Navigation Guide
- Superintendent Test Certification User Guide
- Principal Certification Form
- School Assessment Plan Template
- Monthly Assessment Updates

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Information-For-Educators.aspx>

Useful main pages for various topics are as follows:

ACCESS for ELLs

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/ACCESS-for-ELLs.aspx>

AP, PSAT, SAT

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/College-Readiness.aspx>

ELL/ESOL

[http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/English-to-Speakers-of-Other-Languages-\(ESOL\)-and-Title-III.aspx](http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/English-to-Speakers-of-Other-Languages-(ESOL)-and-Title-III.aspx)

FIP (Formative Instructional Practices Online Professional Learning)

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GeorgiaFIP.aspx>

GAA 2.0

https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA_2.aspx

GKIDS 2.0

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GKIDS-2.0.aspx>

Georgia Milestones

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-Assessment-System.aspx>

TestPad

<https://www.gadoe.org/Technology-Services/SLDS/Pages/TestPAD-Training-and-Support.aspx>

Lexiles

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

NAEP

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

Special Education Services and Supports

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/default.aspx>

Georgia Standards of Excellence

<https://www.georgiastandards.org>

National Assessment of Educational Progress Resources

The National Center for Education Statistics provides information and materials for students, parents, teachers, and the community. The web site is <http://www.nces.ed.gov/nationsreportcard>. Item banks and NAEP results can be found at this site.

Appendix J: O.C.G.A. § 20-2-281

The currency is through the 2018 Regular Session of the General Assembly.

Official Code of Georgia Annotated > TITLE 20. EDUCATION > CHAPTER 2. ELEMENTARY AND SECONDARY EDUCATION > ARTICLE 6. QUALITY BASIC EDUCATION > PART 12. EFFECTIVENESS OF EDUCATIONAL PROGRAMS

§ 20-2-281. Student Assessments

(a) The State Board of Education shall adopt a student assessment program consisting of instruments, procedures, and policies necessary to implement the program and shall fund all costs of providing and scoring such instruments, subject to appropriation by the General Assembly. The student assessment program shall include a comprehensive summative assessment program for grades three through 12. In addition, each local school system shall administer, with state funding, a research based formative assessment with a summative component that is tied to performance indicators in English language arts/reading and mathematics in grades one and two, subject to available appropriations. Such research-based assessment shall be selected after consultation with local school systems. Such research-based assessment shall provide for real-time data analysis for students, teachers, school leaders, and parents; allow flexible grouping of students based on skill level; and measure student progress toward grade-level expectations throughout the school year. Each local school system may elect to administer, with state funding, nationally norm referenced instruments in reading, mathematics, science, or social studies in grade three, four, or five and in grade six, seven, or eight, subject to available appropriations, with assistance to such local school systems by the State Board of Education with regard to administration guidance, scoring, and reporting of such instruments. Further, the State Board of Education shall adopt a school readiness assessment for students entering first grade and shall administer such assessment pursuant to paragraph (2) of subsection (b) of [Code Section 20-2-151](#). Each local school system is strongly encouraged to develop and implement a program of multiple formative assessments in reading and mathematics for kindergarten through fifth grade to ensure that students entering sixth grade are on track to meet grade-level expectations, including mastery in reading by the end of third grade to prepare for the infusion of literacy in subsequent grades and mastery in basic mathematics skills by the end of fifth grade and in accordance with the local school system's five-year strategic plan, performance indicators, and, if applicable, flexibility contract or other agreement with the State Board of Education for local school systems that are not under a flexibility contract. The State Board of Education shall periodically review, revise, and upgrade the content standards. Following the adoption of such content standards, the State Board of Education shall contract for development of end-of-grade assessments to measure the content standards. As part of the comprehensive summative assessment program, end-of-grade assessments in English language arts/reading and mathematics shall be administered annually to students in grades three through eight, and such tests in science and social studies shall be administered annually to students in grades five and eight; provided, however, that each local school system participating in the innovative assessment pilot program established pursuant to [Code Section 20-2-286](#) shall be required to administer only such end-of-grade assessments as specified in the local school system's flexibility contract, as amended for participation in the innovative assessment pilot program. These tests shall contain features that allow for comparability to other states with which establishing such comparison would be statistically sound; provided, however, that no such comparison shall be conducted which would relinquish any measure of control over assessments to any individual or entity outside the state. Further,

as part of the comprehensive summative assessment program, the State Board of Education shall adopt and administer, through the Department of Education, end-of-course assessments for students in grades nine through 12 for all core subjects, as determined by the state board; provided, however, that each local school system participating in the innovative assessment pilot program established pursuant to [Code Section 20-2-286](#) shall be required to administer only such end-of-course assessments as specified in the local school system's flexibility contract, as amended for participation in the innovative assessment pilot program. Writing performance shall be assessed, at a minimum, for students in grades three, five, eight, and 11 and may be assessed for students in additional grade levels as designated by the State Board of Education. Such required writing performance assessment may be embedded within the assessments included in the comprehensive summative assessment program. Writing performance results shall be provided to students and their parents. If authorized to establish and operate an innovative assessment system pursuant to [34 C.F.R. Section 200.104](#), the Department of Education may establish a pilot program for local school systems that have an existing program of multiple formative assessments during the course of the academic year that result in a single summative score that is valid and reliable in measuring individual student achievement or growth and assessing individual student needs or deficiencies, to utilize such local assessments in place of end-of-grade or end-of-course assessments, if provided for in the terms of the local school system's flexibility contract. As used in this subsection, the term "flexibility contract" means a charter for a charter system or a charter school or a contract entered into with the State Board of Education for a strategic waivers school system.

(b) The nationally norm-referenced instruments provided for in subsection (a) of this Code section shall provide students and their parents with grade equivalencies and percentile ranks which result from the administration of such instruments. End-of-grade assessments shall provide for results that reflect student achievement at the individual student, classroom, school, system, state, and national levels. The State Board of Education shall participate in the National Assessment of Educational Progress (NAEP) and may participate in any other tests that will allow benchmarking this state's performance against national or international performance. The results of such testing shall be provided to the Governor, the General Assembly, and the State Board of Education and shall be reported to the citizens of Georgia. One of the components in the awarding of salary supplements as part of a pay for performance or related plan under this article may be assessments of student achievement.

(b.1) The State Board of Education shall notify local school systems and individual schools of the results of the assessment instruments administered under this Code section at the earliest possible date determined by the state board, but not later than the beginning of the subsequent school year. In the event the state board is unable to provide timely results in the first year of implementation of a substantially new assessment instrument, the provisions in paragraphs (2) and (3) of subsection (b) of [Code Section 20-2-283](#) shall not apply.

(c) The State Board of Education shall have the authority to condition the awarding of a high school diploma to a student upon achievement of satisfactory scores on end-of course assessments and other instruments adopted and administered by the state board pursuant to subsection (a) of this Code section. The state board is authorized and directed to adopt regulations providing that any disabled child, as defined by the provisions of this article, shall be afforded opportunities to take any test adopted by the state board as a condition for the awarding of a high school diploma. Such regulations shall further provide for appropriate accommodations in the administration of such test. Such regulations shall further provide for the awarding of a special education diploma to any disabled student who is lawfully assigned to a special education program and who does not achieve a passing score on such test or who has

not completed all of the requirements for a high school diploma but who has nevertheless completed his or her Individualized Education Program.

(d)

(1) The State Board of Education shall develop or adopt alternate assessments to be administered to those students with significant cognitive disabilities, receiving special education services pursuant to [Code Section 20-2-152](#), who cannot access the state adopted content standards without appropriate accommodations to those standards and for whom the assessment instruments adopted under subsection (a) of this Code section, even with allowable accommodations, would not provide an appropriate measure of student achievement, as determined by the student's Individualized Education Program team. Such alternate assessments shall be aligned with alternate academic achievement standards that have been adopted through a documented and validated standards-setting process, for students with the most significant cognitive disabilities, provided those standards are aligned with the state standards established pursuant to [Code Section 20-2-140](#) and promote access to the general education curriculum, consistent with the federal Individuals with Disabilities Education Act. The State Board of Education shall ensure that any alternate assessments developed or adopted pursuant to this subsection are in compliance with applicable federal law, but do not impose requirements in excess of such federal law in a manner that unduly burdens a local school system or that does not benefit students with the most significant cognitive disabilities.

(2) A student's Individualized Education Program team shall determine appropriate participation in assessment and identify necessary accommodations in accordance with the federal Individuals with Disabilities Education Act and state board regulations.

(e) The State Board of Education is authorized to adopt rules, regulations, policies, and procedures regarding accommodations and the participation of limited-English-proficient students, as defined in [Code Section 20-2-156](#), in the assessments described in this Code section.

(f) For those students with an Individualized Education Program, each such student's Individualized Education Program team shall identify necessary accommodations in accordance with the federal Individuals with Disabilities Education Act and state board regulations.

(g) Under rules adopted by the State Board of Education, the Department of Education shall, subject to appropriations by the General Assembly, release some or all of the questions and answers to each end-of-grade assessment and each end-of-course assessment administered under subsection (a) of this Code section after the last time such assessment is administered for a school year.

(h) The State Board of Education shall make all end-of-course assessments available for administration online and shall establish rules and regulations to maximize the number of students and school systems utilizing such online assessments.

(i) The Department of Education shall develop study guides for the end-of-grade assessments and end-of-course assessments administered pursuant to subsection (a) of this Code section. Each school system shall distribute the study guides to students who do not perform satisfactorily on one or more parts of an assessment instrument administered under this Code section and to the parents or guardians of such students.

(j) The State Board of Education shall adopt rules and regulations requiring the results of core subject end-of-course assessments to be included as a factor in a student's final grade in the core subject course for which the end-of-course assessment is given.

(k) In addition to the assessment instruments adopted by the State Board of Education and administered by the Department of Education, a local school system may adopt and administer criterion-referenced or norm-referenced assessment instruments, or both, at any grade level. Such locally adopted assessment instruments may not replace the state's adopted assessment instruments for purposes of state accountability programs. A local school system shall be responsible for all costs and expenses incurred for locally adopted assessment instruments. Students with Individualized Education Programs must be included in the locally adopted assessments or provided an alternate assessment in accordance with the federal Individuals with Disabilities Education Act.

(l) In adopting academic skills assessment instruments under this Code section, the State Board of Education or local school system shall ensure the security of the instruments in their preparation, administration, and scoring. Notwithstanding any other provision of law, meetings or portions of meetings held by the state board or a local board of education at which individual assessment instruments or assessment instrument items are discussed or adopted shall not be open to the public, and the assessment instruments or assessment instrument items shall be confidential.

(m) The results of individual student performance on academic skills assessment instruments administered under this Code section shall be confidential and may be released only in accordance with the federal Family Educational Rights and Privacy Act of 1974, [20 U.S.C. Section 1232g](#).

(n) Overall student performance data shall be disaggregated by ethnicity, sex, socioeconomic status, disability, language proficiency, grade level, subject area, school, system, and other categories determined by policies established by the Office of Student Achievement.

(o) Student performance data shall be made available to the public, with appropriate interpretations, by the State Board of Education, the Office of Student Achievement, and local school system. The information made available to the public shall not contain the names of individual students or teachers.

(p) Teachers in kindergarten through grade 12 shall be offered the opportunity to participate annually in a staff development program on the use of tests within the instructional program designed to improve students' academic achievement. This program shall instruct teachers on curriculum alignment related to tests, disaggregated student test data to identify student academic weaknesses by subtests, and other appropriate applications as determined by the State Board of Education.

(q) The State Board of Education shall consider the passage by a student of an industry certification examination or a state licensure examination which is approved by the State Board of Education or an ACCUPLACER score approved by the State Board of Education when considering whether to grant such student a variance or a waiver of one or more end-of-course assessments or other instruments required by the State Board of Education pursuant to subsection (c) of this Code section in order to obtain a Georgia high school diploma; provided, however, that the state board shall not grant a variance to a student unless the student has attempted and failed to pass the relevant end-of-course assessment or assessments at least four times.

(r) In order to maximize classroom instruction time, the State Board of Education shall study and adopt policies beginning with the 2017-2018 school year that will move the end-of-grade and end-of-course assessment testing windows as close to the end of the school year or semester as possible. The Department of Education shall prepare and submit a report to the House Committee on Education and the Senate Education and Youth Committee no later than December 31, 2016, regarding proposed policies and obstacles that prevent testing windows from being scheduled later in the school year or semester. Local school systems are strongly encouraged to administer any such state required assessments within the last week of the school system's midyear semester, for assessments administered at the end of a midyear semester, and within the last two weeks of the school year for the school system, for assessments administered at the end of the academic year.

(s) All assessments adopted or developed by the State Board of Education pursuant to this Code section shall be verified for reliability and validity by a nationally recognized, research based, third-party evaluator.

(t)

(1) The State Board of Education shall direct the existing assessment workgroup to pursue maximum flexibility for state and local assessments under federal law. Such maximum flexibility shall include, but not be limited to, utilization of nationally recognized college and career ready high school assessments, provided that comparability can be established pursuant to paragraph (2) of this subsection, as well as application for innovative assessment demonstration authority, as provided for in [34 C.F.R. Section 200.104](#). The state board shall provide a report regarding such no later than September 1, 2017, to the State School Superintendent, Governor, Lieutenant Governor, Speaker of the House of Representatives, and the chairpersons of the Senate Education and Youth Committee and the House Committee on Education and shall post such report on the Department of Education website no later than September 1, 2017.

(2) The State Board of Education shall conduct a comparability study to determine and establish the concordance of nationally recognized academic assessments, including, but not limited to, the SAT, ACT, and ACCUPLACER with alignment to state content standards in grades nine through 12. Such comparability study shall also determine whether the nationally recognized high school academic assessment provides data that are comparable to current end-of-course assessments and valid and reliable for all subgroups and whether the assessment provides differentiation between schools' performances as required by the state accountability plan. The state board shall initiate such study no later than July 1, 2017, and shall post such study on the Department of Education website and provide the study to the State School Superintendent, Governor, Lieutenant Governor, Speaker of the House of Representatives, and the chairpersons of the Senate Education and Youth Committee and the House Committee on Education upon completion of the federal review process.

History

Code 1981, [§ 20-2-281](#), enacted by Ga. L. 1985, p. 1657, § 1; Ga. L. 1987, p. 1169, § 1; Ga. L. 1991, p. 1543, § 1; Ga. L. 1995, p. 311, § 1; Ga. L. 1995, p. 1302, § 14; Ga. L. 1996, p. 1600, § 2; Ga. L. 2000, p. 618, § 51; Ga. L. 2003, p. 185, § 3; Ga. L. 2004, p. 107, § 7; [Ga. L. 2008, p. 807, § 1/ HB 637](#); [Ga. L. 2010, p. 186, § 2/ HB 400](#); [Ga. L. 2012, p. 358, § 21/ HB 706](#); [Ga. L. 2012, p. 775, § 20/ HB 942](#); [Ga. L. 2012, p. 893, § 3/ SB 289](#); [Ga. L. 2015, p. 21, § 4/ HB 91](#); [Ga. L. 2015, p. 1376, § 24/ HB 502](#); [Ga. L. 2016, p. 620, § 2/ SB 364](#); [Ga. L. 2017, p. 119, § 1/ SB 211](#); [Ga. L. 2018, p. 982, § 1/ SB 362](#).

Annotations

Notes

THE 2015 AMENDMENTS. —

The first 2015 amendment, effective March 30, 2015, rewrote this Code section. The second 2015 amendment, effective July 1, 2015, rewrote this Code section. See Code Commission note regarding the effect of these amendments.

THE 2016 AMENDMENT, effective July 1, 2016, rewrote this Code section.

THE 2017 AMENDMENT,

effective April 27, 2017, in subsection (a), deleted the commas following “English” and “arts/reading” near the end of the third sentence and near the middle of the subsection, added the fourth and fifth sentences, and in the next-to-last sentence, substituted “to establish and operate an innovative assessment system pursuant to [34 C.F.R. Section 200.104](#)” for “by federal law” near the beginning; and added subsection (t).

THE 2018 AMENDMENT, effective July 1, 2018, in subsection (a), deleted the comma following “shall be selected” in the fourth sentence, substituted “grade-level” for “grade level” in the fifth sentence, in the sixth sentence, substituted “norm referenced” for “norm-referenced” and inserted “local” preceding “school systems”, added the proviso at the end of the eleventh sentence, substituted “states with which” for “states with whom” in the twelfth sentence, and added the proviso at the end of the thirteenth sentence.

Commentary

CODE COMMISSION NOTES. —

Pursuant to [Code Section 28-9-5](#), in 1996, “disabled” was substituted for “handicapped” in the second and fourth sentences of subsection (c).

Pursuant to [Code Section 28-9-5](#), in 2015, a portion of the amendments to subsections (a) and (g) of this Code section by [Ga. L. 2015, p. 21, § 4/HB 91](#), was treated as impliedly repealed and superseded by [Ga. L. 2015, p. 1376, § 24/HB 502](#) due to irreconcilable conflict.

EDITOR’S NOTES. —

Ga. L. 2000, p. 618, § 1, not codified by the General Assembly, provides: “This Act shall be known and may be cited as the ‘A Plus Education Reform Act of 2000.’”

LAW REVIEWS. —

For note on the 2003 amendment to this Code section, see [20 Ga. St. U.L. Rev. 147 \(2003\)](#).

For comment, “Georgia’s Policies Regarding High School Special Education Diplomas: Are Too Many Children Left Behind?,” see 32 Georgia St. U.L. Rev. 755 (2016).

Research References & Practice Aids

OPINIONS OF THE ATTORNEY GENERAL

EXEMPTION OF STUDENTS WITH DISABILITIES. — State Board of Education has authority to provide an exemption for students with disabilities from the graduation assessments, and local school systems may modify the test to accommodate such students. 1997 Op. Att’y Gen. No. 97-11.

ALR. —

Construction and application of [34 C.F.R. § 300.502](#), and prior codifications, providing for Independent Educational Evaluation under Individuals with Disabilities Education Act, ([20 U.S.C.A. §§ 1400](#) et seq.), 10 A.L.R. Fed. 3d 2.

Hierarchy Notes:

[Title Note](#)

Hierarchy Notes:

Chapter Note

Hierarchy Notes:

Article Note

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Appendix K: Table of Changes

2020-2021 Student Assessment Handbook

This document provides information resulting from changes to the *2020-2021 Student Assessment Handbook* related to key updates and additions to new programs. Grammatical corrections, changes in formatting, and/or clarifications are not included.

Page	2019-2020 Content	Page	2020-2021 Content
	Edited Due to SB 367 and other clarifying revisions (September 2020)		Edited Due to SB 367 and other clarifying revisions (September 2020)
1	Deleted: Grade 5 social students from GAA 2.0 and Georgia Milestones.	1	<p>Edited Content:</p> <p>Georgia Alternate Assessment (GAA 2.0)</p> <ul style="list-style-type: none"> • English/Language Arts, Mathematics, Science, and Social Studies in grade 8 and high school • English/Language Arts, Mathematics, Science in grade 5 • English/Language Arts and Mathematics, grades 3, 4, 6, and 7 <p>Georgia Milestones Assessment System (Georgia Milestones)</p> <ul style="list-style-type: none"> • English/Language Arts, Mathematics, Science, and Social Studies, grade 8 and high school • English/Language Arts, Mathematics, Science in grade 5 • English/Language Arts and Mathematics, grades 3, 4, 6, and 7
23	<p>Deleted:</p> <ul style="list-style-type: none"> • Geometry EOC: Graphing or scientific calculator • Physical Science EOC: Scientific or basic calculator • Economics EOC: Scientific or basic calculator 		
		40	<p>Edited Content:</p> <p>Georgia Milestones EOG Assessment Window April 12-May 21 (Main)</p>
		42	<p>Added Content:</p> <p>Screener Requirements Overview</p> <p>For students new to U.S. schools, if the response to any of the three questions on the Home Language Survey indicates a home language other than English, the student is considered a potential English learner (EL) and the school district or Local Education Agency (LEA) will then administer the state required, grade-</p>

Page	2019-2020 Content	Page	2020-2021 Content
			<p>level specific, WIDA English language proficiency (ELP) screener.</p> <p>Per federal statute, Georgia requires that LEAs screen all potential EL students for EL eligibility within 30 days after the beginning of the school year or within two weeks if they enroll after the start of the school year, and to notify their parents that the child was screened for eligibility and placed in a language program.(See Georgia’s statewide, standardized EL entrance procedures in the EL Language Programs – State Guidance.)</p> <p>LEAs must use one of the following WIDA English language proficiency (ELP) screeners to determine whether a potential English learner student qualifies as an EL student or not.</p> <ul style="list-style-type: none"> • The WIDA Screener (Online or Paper) • The Kindergarten WIDA-ACCESS Placement Test (K W-APT) • The Kindergarten Measure of Developing English Language (K MODEL) <p>Screeners can be administered throughout the school year and are available in online and paper formats in 2020-2021. LEAs are responsible for purchasing the <i>WIDA Screener Paper</i> and the Kindergarten <i>WIDA MODEL</i> when applicable. For information on purchasing the paper based WIDA Screeners please visit the WIDA Store.</p> <p>WIDA Screener WIDA Screener is an English language proficiency assessment administered to students new to U.S. schools to determine whether they will be classified English learners entitled to English language instructional programs. WIDA Screener is a standards-based English language proficiency test designed to measure English language proficiency in four language domains: Listening, Speaking, Reading, and Writing. The WIDA Screener for students in grades 1-12 is divided into grade clusters: 1; 2-3; 4-5; 6-8; and 9-12. Test administration procedures for each grade cluster screener are outlined in the <i>WIDA Screener Test Administration Manual</i>. Allowed accommodations for EL students with disabilities are indicated in the accommodation tables found in this document and</p>

Page	2019-2020 Content	Page	2020-2021 Content
			<p>the <i>WIDA Accessibility and Accommodations Supplement</i>. Individual student reports are produced for each language domain and for three composite scores: Oral Language, Literacy and Overall. Summary reports are not produced.</p> <p>Test Administrators must annually complete the required WIDA training and certification quizzes with a minimum passing score of 80% for the grade level tests they will be administering. They must also hold a valid, GaPSC certification.</p> <p>Kindergarten WIDA-ACCESS Placement Test (K-WAPT) and WIDA Screener Paper will be not be used during 2021-2022. The Kindergarten WIDA Screener will be available beginning Summer 2021.</p>
		44	<p>Edited Content:</p> <p>EL students with disabilities in grades kindergarten through grade 12 must either participate in ACCESS for ELLs or Alternate ACCESS. EL students with significant cognitive disabilities must meet GAA 2.0 eligibility criteria in all grade levels, including non-GAA tested grade levels, through the IEP process to be found eligible to take Alternate ACCESS as indicated above.</p>
		45	<p>Edited Content:</p> <p>The GAA 2.0 should be administered annually in the Spring to assess achievement of students in English language arts and mathematics (grades 3-8 and HS), science(grades 5, 8, and HS), and social studies (grades 8 and HS).</p>
		45	<p>Edited Content:</p> <p>The assessment shall be administered for the first time in grade 11 and must occur prior to intended graduation.</p>
		46	<p>Added Content:</p> <p>Students with significant cognitive disabilities who entered the ninth grade for the first time on or after the 2020-2021 school year may graduate and receive an alternate diploma when the student’s IEP team determines that the student has:</p> <ul style="list-style-type: none"> I. completed an integrated curriculum based on the Georgia Standards of Excellence (GSE) that includes instruction in Mathematics, English/Language Arts, Science and Social Studies as well as career preparation, self-

Page	2019-2020 Content	Page	2020-2021 Content
			<p>determination, independent living and personal care to equal a minimum of 23 units of instruction, and</p> <p>II. participated in the GAA during middle school and high school, and</p> <p>III. has transitioned to an employment/education/training setting in which the supports needed are provided by an entity other than the local school system.</p> <p>(State Board Rule 160-4-2-.48 High School graduation Requirements for Students Enrolling in the Ninth Grade for the First Time in the 2008-09 School Year and Subsequent Years)</p>
		58	<p>Edited Content:</p> <p>Students in grades 3 through 8 are assessed in English language arts (ELA) and mathematics; additionally, students in grades 5 and 8 are assessed in science; and students in grade 8 are assessed in social studies.</p>
		60	<p>Added Content:</p> <p>Due to changes in school calendars and instructional settings for students due to the pandemic that potentially impact test administrations, current 2020-2021 assessment protocol may require additional flexibility options. In the event of local scenarios that require additional scheduling flexibility, the STC should contact the assigned Assessment Specialist for guidance.</p>
		60	<p>Added Content:</p> <p>Due to changes in school calendars and instructional settings for students due to the pandemic that potentially impact test administrations, current 2020-2021 assessment protocol may require additional flexibility options. In the event of local scenarios that require additional scheduling flexibility, the STC should contact the assigned Assessment Specialist for guidance.</p>
		60	<p>Added Content:</p> <ul style="list-style-type: none"> During the state testing window, systems shall develop a local testing window within 25 school days of the school system’s last school day of the regular school year.
62	Deleted Content:	62	Edited Content:

Page	2019-2020 Content	Page	2020-2021 Content
	<p>Students enrolled in any of the 10 core courses identified by the SBOE are required to participate in the Georgia Milestones EOC assessment at the end of each course. The following courses, and their State Board approved substitutes, are assessed:</p> <ul style="list-style-type: none"> • Ninth Grade Literature and Composition • American Literature and Composition • Coordinate Algebra • Analytic Geometry • Algebra I • Geometry • Biology • Physical Science • United States History • Economics/Business/Free Enterprise 		<p>Students enrolled in any of the four core courses identified by the SBOE are required to participate in the Georgia Milestones EOC assessment at the end of each course. The core courses include the following: American Literature and Composition, Algebra I/Coordinate Algebra, Biology, and United States History.</p>
62	<p>Deleted Content:</p> <ul style="list-style-type: none"> • If enrolled in an ELA, mathematics, or science EOC course, these students are not required to take the EOG in those content areas (per the terms of Georgia’s ESSA flexibility waiver, approved April 2018). Students in these courses must take the associated EOC – but must not take the corresponding grade level EOG. • Middle school students who do not complete an enrolled EOC course must be tested in the corresponding grade level EOG. • If enrolled in a social studies EOC course, students will be required 	63	<p>Edited Content:</p> <ul style="list-style-type: none"> • <u>Non-Standard Enrollments</u>: • Middle school students who are enrolled in an EOC course will be tested – regardless of whether or not they are awarded high school credit for the course. <ul style="list-style-type: none"> ○ Middle school students must take the associated grade-level content EOG and the enrolled EOC course assessment.

Page	2019-2020 Content	Page	2020-2021 Content
	to take the appropriate grade level (based upon their FTE reported grade) Georgia Milestones EOG and the EOC.		
62	Deleted Content: Allowable Exemptions: <ul style="list-style-type: none"> • Advanced Placement (AP)/International Baccalaureat (IB) • Dual Enrollment 	64	Added Content: <ul style="list-style-type: none"> • <u>Allowable Exemptions:</u> <ul style="list-style-type: none"> ○ Advanced Placement (AP)/International Baccalaureate (IB)/Dual Enrollment (DE) <ul style="list-style-type: none"> ▪ A student shall be exempt from taking the U.S. History end-of-course assessment if he or she passes an AP/IB/DE U.S. History course for core credit. (State Board Rule 160-3-1-.07 Testing Programs-Student Assessment). ▪ All students enrolled in American Literature and Composition, Algebra I/Coordinate Algebra, and Biology must take the EOC. ▪ Students who fail to earn high school credit for exempted AP/IB/DE courses are not eligible for the exemption and must take the EOC at the time they re-enroll in the EOC course at the high school. ▪ Each local board of education shall establish 70 as the minimum passing score for all subjects/courses taught in grades 4-12 in the public schools of the state as defined in State Board Rule 160-4-2-.13 (Statewide Passing Score).
		64	Added Content: Due to changes in school calendars and instructional settings for students due to the pandemic that potentially impact test administrations, current 2020-2021 assessment protocol may require additional flexibility options. In the event of local scenarios that require additional scheduling flexibility, the STC should contact the assigned Assessment Specialist for guidance.
64	Deleted Content: Dual Enrollment Section and Table		
65	Deleted Content: Advanced Placement (AP)/International		

Page	2019-2020 Content	Page	2020-2021 Content
	Baccalaureate (IB) Section and Table		
81	Deleted Content: Ninth Grade Literature and Composition	81	Edited Content: The GaDOE has linked the Lexile® Framework for Reading with the Georgia Milestones Assessment Program via the English Language Arts (ELA) assessments in grades 3 through 8 EOG as well as in the high school American Literature and Composition EOC.
		94, 130	Edited Content: WIDA ACCESS for ELLs, Kindergarten ACCESS for ELLs, Alternate ACCESS for ELLs (ALT), and WIDA Screener Allowable Accommodations
		115, 128	Added Content: Appendix H: Accommodations Tables
	August 2020 Revisions		August 2020 Revisions
		1	Added Content: In addition, the <i>Student Assessment Handbook</i> is to be used in conjunction with the <i>Accessibility & Accommodations Manual</i> and the <i>Assessment Administration Protocol Manual</i> . These manuals together provide resources and direction supporting the integrity of the assessment and to assure that results are valid and reliable.
1	Delete K from Georgia Alternate Assessment		
		1	Added Content: DRC BEACON <ul style="list-style-type: none"> English language arts, grades 3-8 Mathematics, grades 3-8
		2	Added Content: computer-adaptive test (CAT): A test designed to adjust the level of difficulty based on the responses provided to match the knowledge and ability of a test taker.
		8	Formatted Content: State Board of Education Policies and Rules
		4	Added section: System Test Coordinator (STC) Assignment
		6	Added Content: Organize and monitor available estimated time allowances for testing sessions . Students should attempt to pace themselves during testing by working quickly while maintaining accuracy.
		7	Added Content: School and district-level planners must review state and local testing calendars well in

Page	2019-2020 Content	Page	2020-2021 Content
			advance of booking events to ensure there is no conflict with assigned testing dates.
		8	Added Section: Unexpected Event Contingency Plan
		12	Added Content: If test booklets and answer documents are used for certain students, all answer documents and/or test booklets must be prepared with correct information recorded in the proper manner (e.g., using a pencil to record student responses or student scores) with any labeling affixed per guidance in test administration manuals. All errors in bubbling student identification information must be corrected. Make certain that nothing has been written on the answer documents except in areas designated for recording information. Errors in properly preparing demographic information, coding, and/or labels may result in costs to the district for correction if not managed and corrected within appropriate guidance found in test administration manuals and training sessions.
		17	Added Content: STCs are expected to review the <i>Student Assessment Handbook</i> , the <i>Administration Protocol Manual</i> , and the <i>Accessibility & Accommodations Manual</i> for guidance regarding issues of test security, test administration irregularities, and potential invalidation of student assessments. These manuals are available on the Testing/Assessment webpage (http://testing.gadoe.org).
		20	Added Content: Electronic Device/Cell Phone Use on Georgia State-Mandated Assessments Students are not permitted to use, or to bring into the testing environment any electronic device (with the exception of medical equipment) for any state-mandated assessments (Georgia Milestones, Georgia Alternate Assessment 2.0, ACCESS for ELLS, Alternate ACCESS for ELLS, and NAEP), that could allow them to view, access, retain, or transmit information (e.g. cell phone, smartphone/watch camera, PDA, or playback device, etc.). Students who use an electronic device for medical purposes (e.g. glucose monitoring, cardiac monitoring) may be allowed access to the device during testing. Improper use of these devices for reasons other than the medical purposes required may result in an invalidation of student scores. The use of an electronic device during test administration should be documented locally and does not need to be reported to the GaDOE. Questions regarding other

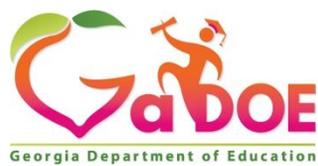
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			devices not mentioned may be directed to the assigned GaDOE Assessment Specialist for clarification.
		23	Added Content: Calculators are not permissible for Georgia Milestones grades 3 through 5 in either section of the mathematics test. Students assigned the conditional accommodation due to an identified disability in the IEP or IAP for the use of a calculator on the mathematics content assessment must meet the guidelines found in the Allowable Accommodations for Georgia’s Student Assessment Program section of this manual.
		26	Added Content: Manuals for most assessment programs are posted in PDF format on the GaDOE website (http://testing.gadoe.org) prior to testing. Posted manuals do not contain secure test content and may be checked out to Examiners for review. Digital copies should be deleted, and paper copies destroyed at the close of testing.
		28	Formatted Content: Test Security Information for School Test Coordinators/Examiners/Proctors
		31	Reordering of Content Bullets Added Content: 1, 2, 21, 22, 26
		38	Added Content: 16, 19
40	Deleted K from GAA 2.0	40	Added Content: DRC BEACON; adjusted Testing Windows
		41	Added Content: ACCESS for ELLs online mode of test administration is designed so that test paths or forms are appropriate to the proficiency level of individual students across the wide range of proficiencies described in the WIDA ELD standards. In the multi-stage adaptive test, individual test takers of differing levels of language proficiency may demonstrate the full extent of their language proficiency within each grade-level cluster.
		41	Added Content: WIDA’s designation that ACCESS is an untimed test does not mean time is unlimited. Domains may not be administered over multiple days.
42	Title changed. Most content revised	42	Section Title Changed: ACCESS for ELLs Added Content: 4. The student is eligible for the Georgia Alternate Assessment (GAA 2.0).
		42	Added Content: Where all students are being assessed, EL students with disabilities in grades kindergarten through grade 12 must either participate in ACCESS for ELLs or Alternate ACCESS. EL students taking Alternate ACCESS must meet

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			eligibility criteria as indicated above as well as meet eligibility for the GAA 2.0 through the IEP process.
44	Delete references to kindergarten throughout section		
		45	Added Content: GAA 2.0 is administered to students in grades 3 through high school. Kindergarten students with significant cognitive disabilities must take GKIDS and are no longer required to take GAA 2.0.
50	Revised content without changing meaning. GKIDS Readiness Check section was moved to the beginning of the section.	50	Added Content: The GKIDS Readiness Check is considered a part of GKIDS.
		50	Added Content: Kindergarten students with significant cognitive disabilities must take GKIDS and are no longer required to take the GAA 2.0.
		54	Added Section and Content: Universal Allowances
		54	Added Section and Content: Comprehensive Support
56	Delete references to norm-referenced items.		
57	Delete paragraphs four and 5 and further references for former administration times. Revised tables and examples.	57	Added Section and Content: Timing Parameters for All Content Areas
		59, 69	Added Content: Additionally, norm-referenced scores, designed to signal how Georgia students achieve relative to their peers nationally, will be provided in the form of an estimated national percentile rank range.
64	Deleted timing parameters table and references to former administration times.	64	Added Section and Content: Timing Parameters for All Content Areas
66	See Added Content	65	Added Content: If a student is not present for an EOC administration (main or mid-month), the system may issue an Incomplete and allow the student to test during a subsequent testing window (main or mid-month within the same semester or school year). The subsequent test window should not extend significantly beyond the instructional period. Unexcused absences should not be considered appropriate reasoning for excessive opportunities for tests or retests.

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69	See Added Content	68	Added Content: Eligible students may participate in a retest administration only once within the same semester or school year in which the student was enrolled in the associated course with the exception of the summer and August mid-month administration. The subsequent test window should not extend significantly beyond the instructional period. Unexcused absences should not be considered appropriate reasons for excessive opportunities for tests or retests.
69	See Added Content	69	Added Content: For example, a student taking an EOC during the Spring Main administration but scores below a 70 is eligible for retest during the Summer Main and/or Fall Mid-Month administrations. A student taking an EOC during the Winter Main administration but scores below a 70 is eligible for retest during the Spring Mid-Month and/or Summer Main administrations.
69	See Added Content	69	Added Content: <u>For eligible students who did not retest, there should be sufficient documentation to indicate the student was notified of opportunities to retest and did not participate and formal assignment of a grade applied.</u> It is recommended that parents/guardians are notified of the opportunities to retest.
		72	Added Section: DRC BEACON
82	Deleted references to Kindergarten. See Added Content.	83	Added Content: The GAA 2.0 is intended for students with the most significant cognitive disabilities in grades 3-8 and 11. Instruction for these students is based on alternate academic achievement standards, which are aligned to the Georgia Standards of Excellence at a reduced depth, breadth and complexity. Beginning with students who enroll in ninth grade for the first time on or after the 2020-2021 school year, students who participate in the GAA 2.0 will be eligible for the state-defined alternate diploma rather than the regular high school diploma (SBOE 160-4-2-.48).
83	See Added Content.	84	Added Content: The GAA 2.0 is intended for students with the most significant cognitive disabilities in grades 3-8 and 11. Instruction for these students is based on alternate academic achievement standards, which are aligned to the Georgia Standards of Excellence at a reduced depth, breadth and complexity. Beginning with students who enroll in ninth grade for the first time on or after the 2020-2021 school year, students who participate in the

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			GAA 2.0 will be eligible for the state-defined alternate diploma rather than the regular high school diploma (SBOE 160-4-2-.48).
84	Deleted content: For local assessments, systems may use the state alternate assessment (Georgia Alternate Assessment 2.0) or they may develop their own alternate assessment. Should the local system elect to use the GAA 2.0 as an alternate for a locally mandated assessment, the local system is responsible for the scoring and reporting. The state will score and report GAA 2.0 results for state-mandated grades only (i.e., K – 8 and 11).	85	Added Content: Systems may not use Georgia Alternate Assessment in lieu of local assessments.
		85	Added Section and Content: Embedded Universal Tools Available to All Students
		89	Added Content: The following set of tables indicate approved accommodations for use by students with disabilities (including EL students with disabilities) on Georgia statewide assessments. Additional guidance is also provided in the <i>Accessibility & Accommodations Manual</i> , <i>WIDA Accessibility & Accommodations Supplement</i> , and related test administration manuals and training opportunities.
		89	Added Section and Content: Participation of Kindergarten Students in GKIDS 2.0
		90	Added Content: Georgia Milestones and Georgia Alternate Assessment 2.0 Allowable Accommodations
		92	Added Content: WIDA ACCESS for ELLs, Kindergarten ACCESS for ELLs, and Alternate ACCESS for ELLs (ALT) Allowable Accommodations
		94	Added Content: NAEP Allowable Accommodations
88	Content Moved: Specific Standard Accommodations Procedures	94	Content Moved: Specific Standard Accommodations Procedures
87	Moved to new section. See Added Section and Content.	97	Added Section and Content: Special Accommodations Requests
90	Deleted Content: Allowable Accommodations for Students with Disabilities.		

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95	Deleted Content: EOG	101	Revised Content: All scores resulting from the administration of state assessments will be removed from any statewide accountability calculations for the first year of a newly-arrived EL student's enrollment in a U.S. school.
99	Deleted Content: Allowable Accommodations for English Learners	103	Added Content: Georgia Milestones Allowable Accommodations for English Learners
		103	Added Content: Eligibility Guidelines for EL students: Reading of English Language Arts (ELA) Passages for Georgia Milestones
		105	<p>Added Content:</p> <ul style="list-style-type: none"> • The student's English proficiency scores and performance in the classroom indicate that the student cannot access, retain, or comprehend text without the assistance of a reader (i.e., the student is unable to access English text as indicated by their WIDA ACCESS or WIDA Screener or equivalent valid/reliable language proficiency measure), not simply reading below grade level; <ul style="list-style-type: none"> a. Student's WIDA ACCESS or WIDA Screener (or equivalent valid/reliable language proficiency measure) reading proficiency must be less than 2.0. and, b. Student's WIDA ACCESS or WIDA Screener (or equivalent valid/reliable language proficiency measure) listening proficiency must be 3.0 and/or greater for the student to benefit from the read-aloud, and • The student is not poised to exit language services within the current school year; and • There are clear and specific goals within the student's educational plan addressing the deficits which necessitate the need for this conditional accommodation.
		118	Added and Updated Form, includes content: Eligibility Criteria for the Georgia Alternate Assessment 2.0 (GAA)
		123	Updated Form: Test Security Information for School Test Coordinator/Examiners/Proctors



205 Jesse Hill Jr. Drive SE
Atlanta, GA 30334
www.gadoe.org



@georgiadeptofed

Richard Woods, State School Superintendent
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