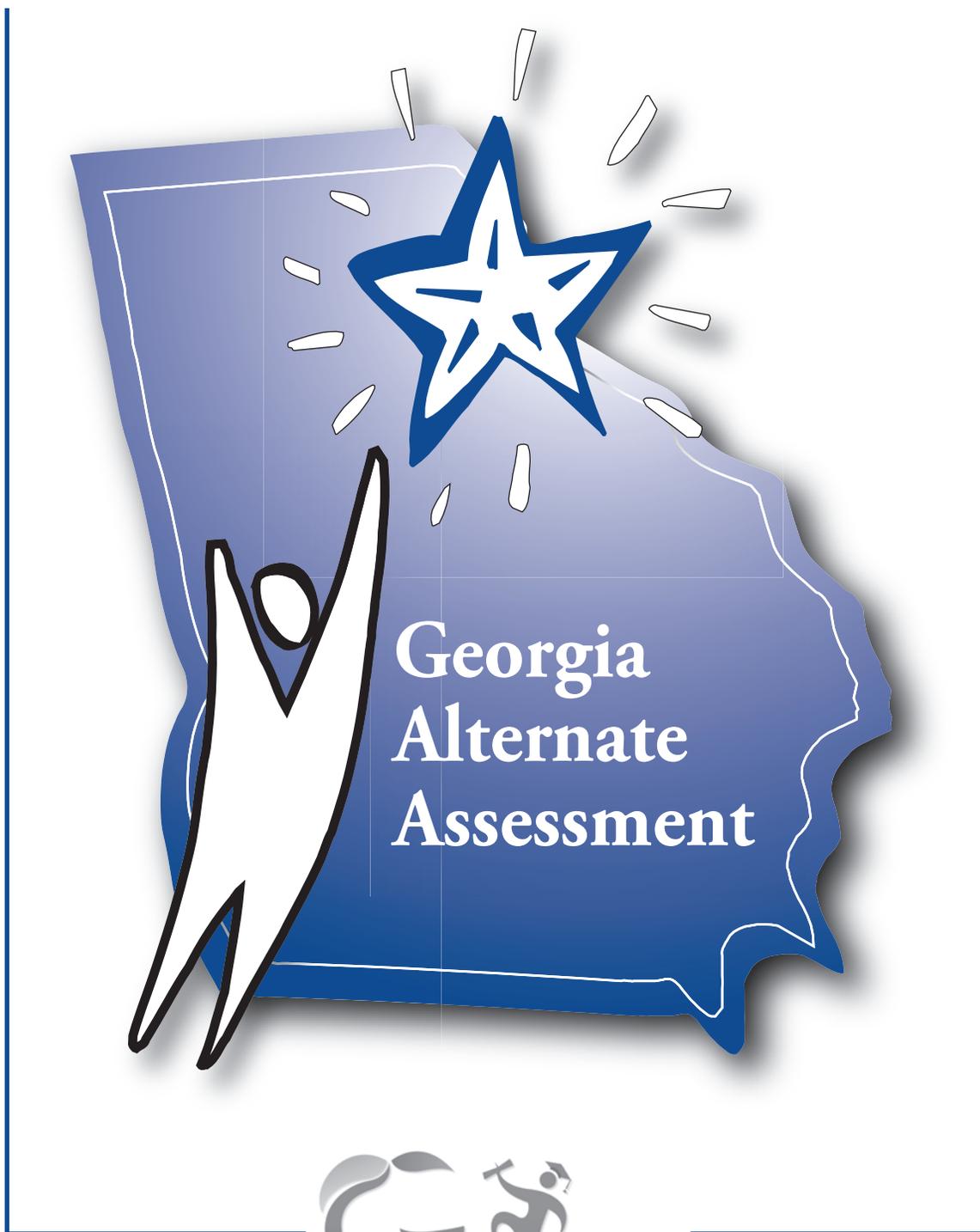


# SCHOOL AND SYSTEM TEST COORDINATOR'S MANUAL

2016–2017





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## **Introduction to the Georgia Alternate Assessment (GAA)**

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The GAA is designed to meet the requirements of federal and state law. States are required to assess all students, including students with significant cognitive disabilities, and provide access to a curriculum that encompasses challenging academic standards. The Georgia Alternate Assessment (GAA) helps ensure that all students have the opportunity to learn. The GAA, designed with the assistance of Georgia general and special educators, is a portfolio of original student work that allows participants to showcase the achievements and progress they have made in skills aligned to the Georgia content standards. To document that progress, teachers collect student work samples during two collection periods. The first collection period provides evidence of the student's entry-level performance (initial baseline performance of the skill). The second collection period provides evidence of the student's achievement/progress to date.

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

- **Fidelity to Standard** assesses the degree to which the student's work addresses the grade-level standard to which it is aligned.
- **Context** assesses the degree to which the student work exhibits the use of grade-appropriate materials in a purposeful and natural/real-world application.
- **Achievement/Progress** assesses the increase in the student's proficiency of skill across the two collection periods.
- **Generalization** assesses the student's opportunity to apply the learned skill in other settings and/or with various individuals in addition to the teacher or paraprofessional.

## Updates for 2016–2017 Administration of the GAA

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The following information applies to the 2016–2017 administration of the GAA. It is vital that all test examiners review and understand this information prior to administering the assessment.

Subjects assessed by grade:

- K: English, Mathematics
- 3: English, Mathematics
- 4: English, Mathematics
- 5: English, Mathematics, Science, Social Studies
- 6: English, Mathematics
- 7: English, Mathematics
- 8: English, Mathematics, Science, Social Studies
- High School: English, Mathematics, Science, Social Studies

The content standards for Science and Social Studies will remain unchanged for the 2016–2017 school year. However, beginning this school year, Science and Social Studies will be assessed for Grades 5, 8, and High School only. For High School Mathematics, standards are available on the 2016–2017 GAA Blueprint for each of two course offerings. A high school student should be assessed using the standards for the mathematics course designated by the local system. For additional information, refer to “The GAA in High School” section on page 3 and the GAA Blueprint located in Appendix D of this manual.

The GAA Blueprint, based upon the current state content standards, is available at <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA-Resources.aspx> and in Appendix D of this manual.

For more information on GaDOE’s transition to the current state-mandated content standards, go to: <https://www.georgiastandards.org/Georgia-Standards/Pages/default.aspx>.

### ADMINISTRATION MATERIALS

There are two *Student Demographic Information Forms*:

- Kindergarten and Grades 3–8—BLUE
- High School—ORANGE

There is a single electronic, fillable *Entry Sheet*:

- Kindergarten, Grades 3–8, and High School can all use the fillable *Entry Sheet*.

Refer to Appendix C—GAA Forms, for required and optional forms. The list of forms is on Page 80, with images of those forms on the subsequent pages.

There is a separate Student Samples Resource Guide, containing annotated sample entries, available on the GaDOE Web site at:  
<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA-Resources.aspx>.

There is a separate *Sample Tasks Resource Guide*, containing individual sample tasks for optional use as a resource and support. The sample tasks are available on the GaDOE Web site at:  
<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA-Resources.aspx>.

## The GAA in High School

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The instructional program for students with significant cognitive disabilities includes courses that align with the general education courses associated with the Georgia Milestones End of Course (EOC) measures. This ensures that content from each EOC-assessed course is included in the GAA portfolio. In this manner, the GAA 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 submitted for scoring in March.

A total of 8 entries is required in Grade 11.

- Two entries will be required in **English Language Arts**.
- Two entries will be required in **Mathematics**. Based upon the High School Mathematics courses offered by their districts, local systems have the option to assess Mathematics on the following standards in 2016–2017:
  - One entry must cover a standard from Coordinate Algebra;
  - One entry must cover a standard from Analytic Geometry.
- Or**
- One entry must cover a standard from Algebra I;
- One entry must cover a standard from Geometry.
- Two entries will be required in **Science**.
  - One entry must cover a standard from Biology;
  - One entry must cover a standard from Physical Science.
- Two entries will be required in **Social Studies**.
  - One entry must cover a standard from U.S. History;
  - One entry must cover a standard from Economics.

**A student who is retained in/is repeating Grade 11 is NOT required to be assessed again using the GAA.**

## GAA 2016–2017 Key Dates

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Shipment 1—Manuals, Forms, and Binders Arrive in Systems	August 30–September 2, 2016
<b>Administration Window</b>	<b>September 6, 2016–March 24, 2017</b>
Enrollment Window—System Test Coordinators enter total counts of GAA students	November 1–December 1, 2016
Shipment 2—Reconciliation Shipment for Systems requiring Additional Binders	December 19–21, 2016
Shipment 3—Pre-ID Labels, Blue and Orange <i>Student Demographic Information Forms</i> , and Spring Return Kits Arrive in Systems	February 2–6, 2017
Systems Return Materials to Questar Assessment for Scoring	March 13–24, 2017
Shipment 4—Systems Receive GAA Score Reports	June 5–9, 2017

## Training Before Testing

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All educators responsible for assessing students with the GAA **must** be trained prior to the initial collection of student evidence at the start of each school year during which it is administered. The thoroughness and quality of this training are key to the success of the program, and it is essential that training be attended every year, even by those who have administered the assessment in previous years. All examiners must review the assessment procedures in the local school system and become familiar with the instructions in the *GAA Examiner’s Manual, 2016–2017* prior to training.

Training should focus on the following topics:

- Requirements of the GAA
- Test security and ethics
- Reviewing the GAA Blueprint
- Managing assessment time for each student
- Aligning tasks to the content standards and elements/indicators
- Evidence requirements
- Effective documentation
- Compiling portfolios
- Completing administration forms
- Returning the assessment materials

Resources available to assist in training:

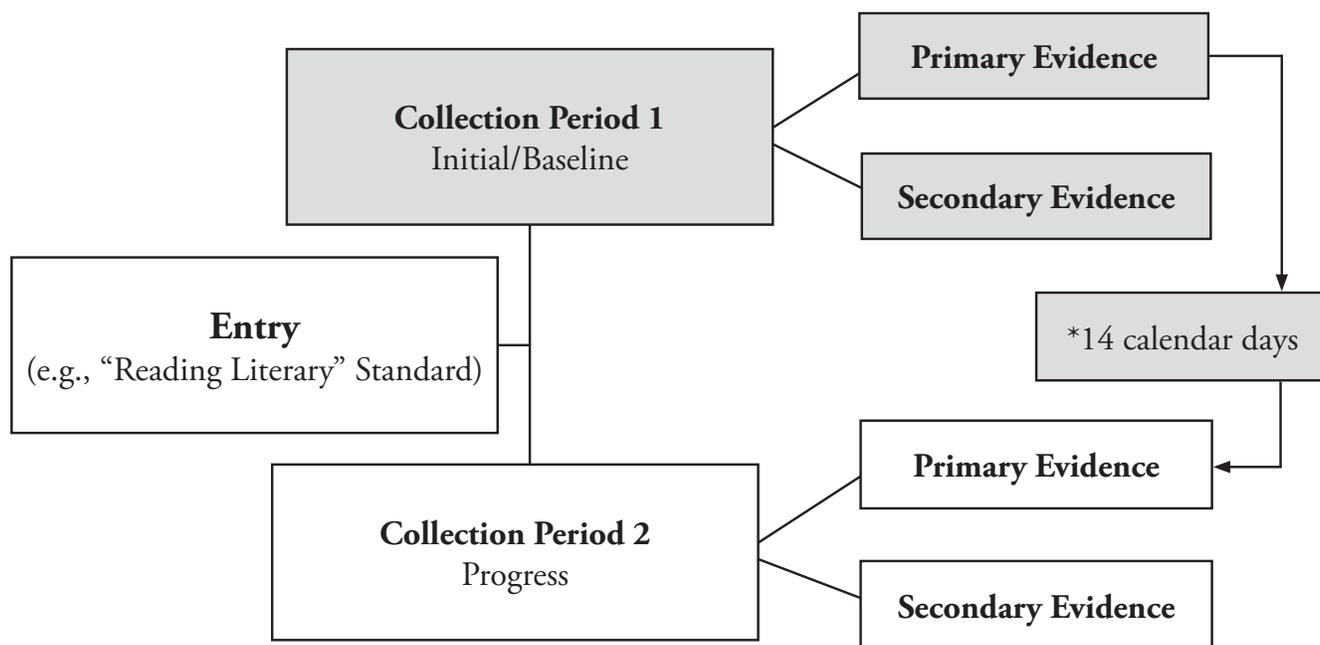
- *GAA Examiner’s Manual, 2016–2017*
- Alignment of assessment tasks for students with significant cognitive impairments:  
<https://www.georgiastandards.org>
- Recorded webinar sessions presented by staff at GaDOE and Questar Assessment, Inc.

- Models of Instruction (Georgia’s Instructional Frameworks):  
<https://www.georgiastandards.org/Frameworks/Pages/BrowseFrameworks/Frameworks.aspx>
- Resources & Videos:  
<https://www.georgiastandards.org/Resources/Pages/default.aspx>

## Requirements of GAA Portfolios

The GAA portfolio is a compilation of student-based evidence that documents, measures, and reflects student achievement and progress in standards-based knowledge and skills over time. Portfolio tasks can be a natural part of daily instruction and should provide opportunities for a wide range of instructional activities and strategies.

The assessment tasks, and therefore the student evidence submitted for the portfolio, must be clearly aligned to the state-mandated content standards. Assessment tasks may follow alternate achievement standards (expectations that are less complex, addressing access or entry level concepts and skills including prerequisite skills). However, such alternate standards must still be challenging for the student and must be focused on grade-level standards. Students should have the opportunity to access a variety of content standards—not just those required for the GAA. The GAA is a sampling of student achievement/progress towards selected standards. The GAA Blueprint should not limit students’ opportunities to learn. All students are expected to be provided the opportunity to learn standards other than those directly assessed by the GAA. The diagram below provides a basic outline of the organization of a portfolio entry. Compiling portfolios is described in greater detail in the *GAA Examiner’s Manual, 2016–2017*.



\*There must be 14 calendar days from the date on the Primary Evidence in Collection Period 1 to the date on the Primary Evidence from Collection Period 2.

# Portfolio Components

The GAA has been designed to be flexible in order to meet the needs of a very diverse group of students. It is a portfolio system—a compilation of evidence that addresses specific content areas and standards. The following chart provides an overview of the requirements of the GAA. It is imperative that teachers refer to the GAA Blueprint (found in Appendix D of the *GAA Examiner’s Manual, 2016–2017*) for the complete listing of the required and eligible standards.

Grade	English Language Arts: Entry 1	English Language Arts: Entry 2	Mathematics: Entry 1	Mathematics: Entry 2	Science: Entry 1	Science: Entry 2	Social Studies: Entry 1	Social Studies: Entry 2
K	Language or Reading Foundational or Reading Informational or Reading Literary	Writing or Speaking/ Listening	Counting/Cardinality or Operations/ Algebraic Thinking	Measurement/ Data or Geometry				
3	Language or Reading Foundational or Reading Informational or Reading Literary	Writing or Speaking/ Listening	Operations/Algebraic Thinking or Number/ Operations–Base Ten or Number/ Operations–Fractions	Measurement/ Data or Geometry				
4	Language or Reading Foundational or Reading Informational or Reading Literary	Writing or Speaking/ Listening	Operations/Algebraic Thinking or Number/ Operations–Base Ten or Number/ Operations–Fractions	Measurement/ Data or Geometry				
5	Language or Reading Informational or Reading Literary	Writing or Speaking/ Listening	Operations/Algebraic Thinking or Number/ Operations–Base Ten or Number/ Operations–Fractions	Measurement/ Data or Geometry	Earth, Physical, or Life Science		Historical, Geographic, Government/ Civic, or Economic Understandings	
6	Language or Reading Informational or Reading Literary	Writing or Speaking/ Listening	Ratios/Proportional Relationships or the Number System or Expressions and Equations	Geometry or Statistics/ Probability				
7	Language or Reading Informational or Reading Literary	Writing or Speaking/ Listening	Ratios/Proportional Relationships or the Number System or Expressions and Equations	Geometry or Statistics/ Probability				
8	Language or Reading Informational or Reading Literary	Writing or Speaking/ Listening	The Number System or Expressions/ Equations or Functions	Geometry or Statistics/ Probability	Physical Science		Georgia Studies	
High School	Language or Reading Informational or Reading Literary	Writing or Speaking/ Listening	Coordinate Algebra or Algebra I	Analytic Geometry or Geometry	Biology	Physical Science	U.S. History	Economics

# School and System Test Coordinators

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The following two checklists identify School and System Test Coordinator responsibilities.

## SYSTEM TEST COORDINATOR

- Become familiar with all testing procedures by reading this manual and the *GAA Examiner's Manual, 2016–2017*.
- Organize and document training sessions for the School Test Coordinators and all educators responsible for assessing students with the GAA.
- Receive GAA materials.
- Verify that all boxes and all materials for the GAA have been received.
  - Shipment 1 will arrive August 30–September 2, 2016, and is packaged by system.
  - Shipment 2 (if needed) will arrive December 19–21, 2016.
  - Shipment 3 will arrive February 2–6, 2017, and is packaged by school and delivered to the system.
  - Shipment 4 will arrive June 5–9, 2017.

Refer to the charts on pages 10–11 for details regarding materials included in each shipment. Store all cartons in which the student portfolio binders arrive. These specially constructed boxes must be used to return completed portfolios.

- Distribute GAA materials to School Test Coordinators. System Test Coordinators are responsible for distributing the shipped materials to each school, Georgia Network for Educational and Therapeutic Support (GNETS), and Georgia Virtual Schools (GAVS), as appropriate.
- Complete the enrollment of students on ServicePoint—November 1–December 1, 2016.
- Coordinate the transfer of portfolios for incoming/outgoing students.
- Verify the receipt and return of all materials.
- Ensure the prescribed assessment procedures are followed.
- If additional materials are still needed after the system's overage supply has been depleted, order additional materials using the "Additional Materials Request" form located in the back of this manual. Combine all requests so that only one additional order is placed for the system.
- Collect all GAA materials from School Test Coordinator(s) and return to Questar according to the directions provided in this manual on pages 14–17.

## SCHOOL TEST COORDINATOR

- Become familiar with all testing procedures by reading this manual and the *GAA Examiner's Manual, 2016–2017*.
- Organize and document training sessions for all educators responsible for assessing students with the GAA.
- Receive GAA materials from the System Test Coordinator.
- Verify that all boxes and all materials for the GAA have been received. Report shortages to the System Test Coordinator.
  - Shipment 1 will arrive August 30–September 2, 2016.
  - Shipment 2 (if needed) will arrive December 19–21, 2016.
  - Shipment 3 will arrive February 2–6, 2017.
  - Shipment 4 will arrive June 5–9, 2017.

Refer to the charts on pages 10–11 for details regarding materials included in each shipment. Store all cartons in which the student portfolio binders arrive. These specially constructed boxes must be used to return completed portfolios.

- Ensure there is one portfolio binder and related materials for each student scheduled to participate in the GAA.
- Distribute GAA administration materials to examiners before September 6, 2016.
- Ensure the prescribed assessment procedures are followed.
- Collect and return all materials to the System Test Coordinator according to the directions provided in this manual and the dates established by the system.
- Verify the receipt and return of all materials.

## Students to be Assessed

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Georgia mandates assessment for all students in Kindergarten through Grade 8, and High School. The GAA is the state-provided alternate assessment. Every student must participate in Georgia's annual student assessment program, including students with disabilities. Excluding students with disabilities from testing is a violation of both IDEA and Every Student Succeeds Act (ESSA). For any grade where all students are assessed, students with disabilities participate in the general statewide assessment or an alternate assessment.

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

The Participation Guidelines found in the *GAA Examiner's Manual, 2016–2017* are used by the IEP team as they make their determination as to whether or not a student is eligible for assessment with the GAA. A completed portfolio must be submitted for each Georgia student participating in the GAA regardless of when the IEP team determined the student's participation in the assessment.

Students in Kindergarten and Grades 3, 4, 6, and 7 are assessed only in English Language Arts and Mathematics. Students eligible to participate in the GAA in Grades 5, 8, and High School are assessed in English Language Arts, Mathematics, Science, and Social Studies.

## Test Security

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While the GAA materials themselves are not considered secure materials, student work and entries are secure once they have been chosen as assessment evidence and placed in the GAA portfolio binder. Maintaining security of all student materials is crucial to obtaining valid and reliable assessment results. **Original student work, not photocopies, shall be included in the portfolio; neither original work nor copies of portfolio evidence shall be retained as records of the submission.**

Given the unique features of the GAA (such as the test window that extends over several months of the school year), test security must be considered and attended to throughout the school year and not just during the portfolio submission phase. Once compiled into the portfolio, student work and materials being used for the purposes of the GAA must be kept in locked storage in the classroom—except during use. Access to those materials must be restricted to authorized individuals only. It is the direct responsibility of all individuals who administer the assessment to follow security procedures and protect the integrity of the assessment process.

The examiner should follow the instructions in the *GAA Examiner's Manual, 2016–2017* concerning the placement of materials and be sure to have a colleague review the materials prior to submission. **Remember that student work becomes secure test material once it has been placed in the assessment binder.**

The assessment binder should not be removed from the school building, except when sign-out procedures are in effect for the purpose of peer reviews.

## GAA Administration Schedule

The GAA must be administered within the state-approved testing window of September 6, 2016 through March 24, 2017. Evidence for Collection Period 1 may not be collected before the opening of the administration window on September 6, 2016. Dates on Primary Evidence for Collection Period 1 and Primary Evidence for Collection Period 2 must be a minimum of 14 calendar days apart. Evidence collected before the 14 calendar days will not be scored. Examiners should reference the *GAA Examiner's Manual, 2016–2017* to help plan for and manage the completion of student portfolios.

## System Receipt and Check-in of Materials

Please refer to the table below for information regarding the arrival of assessment materials. Please note that it is the responsibility of the system and each school to keep track of all materials throughout the testing window. While additional materials are available, there are limited quantities that may be sent to the systems if materials are misplaced. **All manuals and administration forms are available electronically at: <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA-Resources.aspx>.**

Shipment Arrival Date	Kindergarten, Grades 3–8 and High School Materials
Shipment 1 August 30– September 2, 2016 (packaged by system)	<i>GAA Examiner's Manuals, 2016–2017</i>
	<i>School and System Test Coordinator's Manuals, 2016–2017</i>
	<b>Blue 2" Binders with Content Dividers</b>  <i>Validation Forms</i>  <i>Release to Use Student Portfolio for Training Form</i>  Collection Period Labels
	Note: The quantity of binders included in Shipment 1 is based on tested counts from each system the previous spring. After the enrollment window, any additional binders needed will be sent to the systems in Shipment 2 (reconciliation shipment).
Shipment 2 December 19–21, 2016	The reconciliation shipment contains additional binders for systems that require them. Additional binders are sent when counts entered during the enrollment window are greater than counts recorded the previous spring.
Shipment 3 February 2–6, 2017 (packaged by school and delivered to the system)	<b>Blue Student Demographic Information Forms</b> (Kindergarten, Grades 3–8)  <b>Orange Student Demographic Information Forms</b> (High School)  Pre-ID Labels  Spring Return Kit
Shipment 4 June 5–9, 2017	GAA Score Reports

<b>Shipment Arrival Date</b>	<b>Kindergarten, Grades 3–8 and High School Materials</b>
<b>Packaging</b>	
<ul style="list-style-type: none"> <li>• All system boxes will be marked with the system number, name, and box number on the delivery label.</li> <li>• All GAA boxes will be sequentially numbered.</li> <li>• Box 1 will contain the packing list.</li> <li>• Materials for GNETS and GAVS will be shipped to the home system. It is the responsibility of the home system to forward the assessment materials to the respective GNETS or GAVS.</li> </ul>	

## **Assembling Classroom Materials**

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The following materials will arrive in August and should be distributed to each classroom prior to testing:

- *GAA Examiner’s Manual, 2016–2017*, one manual per every three students
- Blue 2" binder with content dividers, one per student

The following materials will arrive in February and should be distributed to each classroom prior to returning materials for scoring:

- Pre-ID labels
- Blue *Student Demographic Information Forms* (Kindergarten, Grades 3–8)
- Orange *Student Demographic Information Forms* (High School)

## **Student Demographic Information Forms (SDIF) and Pre-ID Labels**

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### **KINDERGARTEN, GRADES 3–8, AND HIGH SCHOOL**

*Student Demographic Information Forms* (Blue for Kindergarten and Grades 3–8, or Orange for High School) and student pre-ID labels will be provided in the February 2–6, 2017 shipment. The SDIF must be completed following the instructions on the form, and the pre-ID label must be affixed in the appropriate location on page 1 of the form. If examiners do not receive a pre-ID label for a student or if any of the student information on the label is incorrect, the demographic information for the student must be completed in the spaces provided on the form. It is imperative that the pre-ID label is correct, or the demographic information is completed correctly, as the form cannot be changed after the portfolio is returned to Questar. Be sure that the grade entered on this form matches the grade entered on the *Entry Sheet*. Both should reflect the grade in which the student is enrolled (e.g., FTE 8). The SDIF is machine scannable and may NOT be copied. If examiners need additional forms, they should contact the System Test Coordinator.

Please ensure that the following steps are followed for completing the form:

- Place the pre-ID label in the appropriate space on the form. Proper placement of the pre-ID label is critical. Incorrectly placed labels can delay scoring of the portfolio.
- If a pre-ID label is not available for the student or if information on the label is incorrect, complete the SDIF manually by filling in all requested information. DO NOT use the pre-ID label if the information for a student is incorrect.

- Insert the completed form in the clear, vinyl overlay on the front of the student's binder. DO NOT three-hole punch the form and DO NOT place it inside the binder.
- Directions for completion are included with the form.

Situation	Resolution
Pre-ID labels are missing/destroyed for a classroom or individual student.	<ul style="list-style-type: none"> <li>• All information on the <i>Student Demographic Information Form</i> must be completed.</li> <li>• The School Test Coordinator will update the school/student record file with any missing information, if necessary.</li> </ul>
Pre-ID labels contain incorrect information.	<ul style="list-style-type: none"> <li>• The examiner does NOT apply the pre-ID label with the incorrect information to the <i>Student Demographic Information Form</i>.</li> <li>• The examiner will notify the School Test Coordinator.</li> <li>• All information on the <i>Student Demographic Information Form</i> must be completed.</li> <li>• The School Test Coordinator will update the school/student record file.</li> </ul>
Examiner applies the pre-ID label incorrectly or in the wrong place.	<ul style="list-style-type: none"> <li>• The examiner writes VOID over the <i>Student Demographic Information Form</i> and returns the form with the rest of the materials.</li> <li>• A new <i>Student Demographic Information Form</i> is completed with all required information.</li> </ul>
The school/system receives a pre-ID label and SDIF for a student who has transferred out of the school/system or is not participating in the GAA.	<ul style="list-style-type: none"> <li>• Destroy the pre-ID label.</li> <li>• The School Test Coordinator will update the school/student record file.</li> </ul>
The school/system receives a pre-ID label and SDIF for a student who has moved out of state and is not participating in the GAA.	<ul style="list-style-type: none"> <li>• Destroy the pre-ID label.</li> <li>• Maintain materials in a secured area until the assessment window closes.</li> <li>• The School Test Coordinator will update the school/student record file.</li> </ul>
The SDIF is damaged or filled out incorrectly.	<ul style="list-style-type: none"> <li>• Contact the System Test Coordinator for a new <i>Student Demographic Information Form</i>.</li> <li>• Complete all information on the <i>Student Demographic Information Form</i>.</li> </ul>

# Students Who Change Schools or Systems

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## IN-STATE TRANSFERS

For students who change schools or systems within the state during the assessment, the system the student is leaving (sending system) is responsible for sending the student's portfolio (including a signed *Validation Form* and all evidence previously collected) to the student's new system or school, just as the system is responsible for sending the student's IEP. If a new student enters your system and no portfolio materials have been sent, please contact the sending system's System Test Coordinator to obtain the student's materials. A complete portfolio must be submitted for these students, regardless of when they entered the system. If the student's materials are not obtained in a timely manner (i.e., within two weeks of enrollment) from the sending system, the receiving system should immediately begin the assessment process over again.

A *Validation Form*, the required form that authenticates the student's work, must be completed and signed by both the building administrator and the person responsible for submitting the portfolio. For transfer students, two *Validation Forms* must be submitted—one from the sending system and one from the system into which the student has transferred. Both completed forms must be placed directly behind Divider One (Student Information) in the student's binder.

## STUDENTS NEW TO GEORGIA PUBLIC SCHOOLS

Students new to Georgia public schools who enroll **after** January 1, 2017, must have at least the first collection period completed.

Students who are new to Georgia schools include students transferring from another state, as well as students who were previously enrolled in private or home schools.

## HOMEBOUND/HOSPITALIZED STUDENTS

Students who have been identified by their IEP team for assessment on the GAA, who are enrolled in a Georgia district, and who are hospitalized or homebound, must participate in the assessment and have a portfolio of evidence submitted. The teacher's name for the homebound/hospitalized student should be recorded in annotations and on documentation.

For students who will be assessed at home or in the hospital, the assessment should be administered during the state's GAA assessment window, adhering to the same administration procedures required in the school setting. The examiner must be a certified educator who has been trained to administer the GAA.

With the assistance of the Special Education Coordinator, examiners must inform the School/System Test Coordinator of students who will be assessed in hospital or homebound settings. The *GAA Examiner's Manual, 2016–2017* and all related materials must be returned to the School/System Test Coordinator immediately following the close of the assessment window.

## STUDENTS WHO ARE IDENTIFIED FOR ASSESSMENT ON THE GAA DURING THE SCHOOL YEAR

The Participation Guidelines found in the *GAA Examiner's Manual, 2016–2017* are used by the IEP team as they make their determination as to whether a student is eligible for assessment with the GAA. A completed portfolio must be submitted for each Georgia student participating in the GAA regardless of when the IEP team determined the student's participation in the assessment.

## Post-Assessment Activities

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### SCHOOL TEST COORDINATOR RESPONSIBILITIES

The School Test Coordinator should collect the portfolios from all teachers in the school. Use the checklist provided on page 16 of this manual as a guide for verifying that administration forms are filled out completely and accurately, that information provided on the forms is legible, and that the contents of the binders are organized correctly. Pack the binders in the shipping carton(s) in which the materials arrived. Binders should be organized by grade, but more than one grade may be placed in the same shipping carton. Place *Student Demographic Information Forms* for students who were scheduled to participate, but did not, on top of the contents in Box 1. Do not return any manuals or partially used or unused forms. These materials should be returned to the System Test Coordinator for disposal. **Please note:** Unused portfolio binders do not need to be returned to Questar. Only those binders with student evidence should be returned.

Label the box(es) with the name of the school, and identify the contents on the outside of the carton. Boxes may be closed or sealed in such a manner that will allow the System Test Coordinator to open them upon receipt, but they should be secure enough to withstand transport to the System Test Coordinator. Label the box(es) with the number of the box and the total number of boxes (e.g., *Box 1 of 3, Box 2 of 3, Box 3 of 3*). If you have only one box, write *Box 1 of 1*. The box(es) should be sent to the System Test Coordinator according to the schedule determined by the System Test Coordinator.

### SYSTEM TEST COORDINATOR RESPONSIBILITIES

The System Test Coordinator should inventory the boxes received from the schools and complete the Transmittal Form found in the Return Kit in the February shipment of materials. Directions for completing the Transmittal Form can be found on the form. Portfolios from multiple schools may be packed together in a carton to avoid shipping one or two portfolios per carton, however, the portfolios should remain organized by grade within a school. Please list the number of binders being returned for each school on the Transmittal Form, making sure to return all unused binders as well. The System Test Coordinator is responsible for collecting all current and previous year's *GAA Examiner's Manuals* and *School and System Test Coordinator's Manuals* from every school that assessed students on the GAA. All manuals and partially used and unused forms should be destroyed at the local system level.

**Please use the boxes in which the three-ring binders were shipped to your system to return portfolios to Questar.** These cartons are specially constructed for student portfolio binders. Use the checklist provided on page 16 of this manual as a guide for preparing the materials for return.

## FORMS TO BE COMPLETED AND RETURNED

The forms listed below must be completed and included in each student's portfolio. All required and optional forms (except the *Student Demographic Information Form*) are available on the GaDOE Web site at: <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA-Resources.aspx>. The *Student Demographic Information Form* is a scannable document and may NOT be copied. If you need additional *Student Demographic Information Forms*, contact Questar.

- **Student Demographic Information Form**—There are two *Student Demographic Information Forms*:

Kindergarten and Grades 3–8 (Blue)—provided in the February 2017 shipment  
High School (Orange)—provided in the February 2017 shipment

The forms should NOT be three-hole punched. The form MUST be placed in the clear, vinyl overlay on the front cover of the binder. Detailed instructions for completing the form are provided on the form itself.

- **Entry Sheet**—One *Entry Sheet* must be completed and printed out for each entry (Kindergarten and Grades 3, 4, 6, and 7 a total of four entries, Grades 5 and 8 a total of six entries, and High School a total of eight entries). This two-sided form (revised for 2016-2017) must be completed correctly for portfolio evidence to be scored. An incomplete or incorrectly completed *Entry Sheet* can result in a nonscorable entry.

The electronic, fillable *Entry Sheet* (available on the GaDOE Web site at <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA-Resources.aspx>) has drop-down boxes that auto-complete the grade, content standard and description, and element/indicator description from the selection. Make sure that the grade entered on the *Entry Sheet* matches the grade printed on the pre-ID label or bubbled on the *Student Demographic Information Form*.

- **Validation Form**—This form **must** be completed and signed by both the person submitting the portfolio and the building administrator. This is a required form that asks the signers to authenticate the work of the student. The completed form must be placed directly behind Divider One (Student Information) in the student's binder. When a student transfers in-state, the building administrators and teachers from both the sending school/system and the receiving school/system must sign and submit a *Validation Form*.
- **Release to Use Student Portfolio for Training Form**—This form must be signed by the parent/guardian in order for the portfolio to be used to train Georgia educators. The signature of a student, even one over the age of 18, will not be accepted. This form is only needed if the portfolio includes photographs and/or videos showing the student being assessed and/or others with whom the student interacts. The completed form should be placed behind Divider One (Student Information).

## SCHOOL TEST COORDINATOR CHECKLIST

- Make sure the contents of the binder are organized correctly.
- Make sure that all information provided on the forms is legible.
- Verify that the *Student Demographic Information Form* for each student is filled out completely and accurately following the directions on the form.
- Verify that the *Student Demographic Information Form* is placed in the clear, vinyl overlay on the front of the student binder. DO NOT three-hole punch the form and DO NOT place the form inside the binder.
- Verify that the *Validation Form* is filled out completely and signed by both the examiner and building administrator. Ensure that there are two *Validation Forms* for the students transferred from an in-state school/system.
- Please complete the Feedback Form located on page 19 of this manual and place it in Box 1 of your shipment.

## SYSTEM TEST COORDINATOR CHECKLIST FOR RETURNING PORTFOLIOS

- Complete the Transmittal Form, providing all of the information requested. If any schools in the system participated in the GAA but are not listed on the Transmittal Form, write in the school name and state-assigned system and school code on a blank line.
- Please complete the Feedback Form located on page 19 of this manual and place it in Box 1 of your shipment.
- On the day the binders are to be shipped, enter on the Transmittal Form the total number of boxes being returned to Questar and the date that they are being shipped. Make a copy of the Transmittal Form for your records. Place the original on top of the binders in Box 1 of the shipment.
- Seal the boxes securely with packing tape.
- Place one UPS Return Shipping Label on each box. Retain the UPS label receipt as a record.
- Place one "Questar Return Shipping Label for GAA" on each box. In the lower left corner of each label, write the number of the box and the total number of boxes you are shipping (e.g., *Box 1 of 3, Box 2 of 3, Box 3 of 3*). If you are shipping only one box, write *Box 1 of 1*.
- Using the directions provided in the Return Kit, **call UPS 24 hours in advance to schedule the pick-up and indicate where the boxes will be located**. Place the boxes in the appropriate secure place for pick-up.

## Contact Information

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If you have questions regarding the administration of the 2016–2017 GAA, assistance is readily available by contacting the divisions below.

**To schedule a pick-up of materials:**

- Call UPS at 1-877-536-2697.

**Questions about test administration and procedures:**

- Call the GaDOE Assessment and Accountability Division toll free at 1-800-634-4106 or 1-404-656-2668.

**Questions about materials, ordering additional materials, or distribution and collection of materials:**

- Call Questar, GAA Customer Service, toll free at 1-866-997-0698.
- E-mail Questar, GAA Customer Service, at [GA@QuestarAI.com](mailto:GA@QuestarAI.com).

## Additional Information

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See the Georgia Department of Education Web page for additional information about the GAA and for electronic copies of the manuals and forms:

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA-Resources.aspx>.

Resources for accessing the content standards may be found at: <https://www.georgiastandards.org>.



# Georgia Alternate Assessment Feedback Form

2016–2017

Please make a copy of this page and use it to evaluate the GAA administration.

System Name (optional): \_\_\_\_\_

Person Responding (optional): \_\_\_\_\_

Feedback/Comments	Very Satisfied	Satisfied	Somewhat Satisfied	Dissatisfied
<b>Materials Receipt:</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>Testing Materials/Manuals:</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>Test Blueprints/Standards:</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>Webinar Trainings:</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>Return of Materials:</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
<b>Other Issues/Concerns:</b>				

Please return this form with your GAA portfolio binders.

If you have any questions, please call Questar Assessment Customer Service toll free at 1-866-997-0698.

# Additional Materials Request

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## GEORGIA ALTERNATE ASSESSMENT 2016–2017

System Test Coordinators should complete all the information at the top of the form, indicate the quantity of each item needed, and fax this form to Questar Assessment Customer Service at the number listed below. All materials will be sent to the System Test Coordinator.

System Name: \_\_\_\_\_

System Code: \_\_\_\_\_

System Test Coordinator's Name: \_\_\_\_\_

System Test Coordinator's Phone #: \_\_\_\_\_

Material	Quantity
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The following materials may be ordered at any time:

<i>GAA Informational Brochure</i>	_____
<i>GAA Examiner's Manual, 2016–2017</i>	_____
<i>School and System Test Coordinator's Manual, 2016–2017</i>	_____
Blue Portfolio Binder (Kindergarten, Grades 3–8, and High School)	_____
Media Pouches	_____

The following materials may be ordered after February 2, 2017:

Blue <i>Student Demographic Information Form</i> (Kindergarten and Grades 3–8)	_____
Orange <i>Student Demographic Information Form</i> (High School)	_____
Spring Return Kit (complete kit)— <i>System Test Coordinator use only</i>	_____
Return Shipping Labels only— <i>System Test Coordinator use only</i>	_____

**Questar Assessment Customer Service:**

Toll-Free Fax: 1-866-688-0419

Toll-Free Phone: 1-866-997-0698

E-mail: [GA@QuestarAI.com](mailto:GA@QuestarAI.com)









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