**TEST SECURITY**

All test booklets and supporting materials associated with the Georgia Alternate Assessment 2.0 are confidential and secure. No part of any student test booklet or test examiners booklet may be reproduced or transmitted in any form or by any means, including but not limited to electronic, mechanical, manual, or verbal (e.g., photocopying, photography, scanning, recording, paraphrasing—rewording or creating mirror items for instruction—and/or copying). Georgia Alternate Assessment 2.0 materials must remain secure at all times. Any breach in security is a direct violation of testing policies and procedures established by Georgia law (§20-2-281) and State Board of Education (Rule 160-3-1-.07(4)) in addition to copyright laws and the Georgia Code of Ethics for Educators. The Georgia Alternate Assessment 2.0 materials may not be provided to any persons except those conducting the test administration and those being tested. All test booklets (used and unused) and all supporting materials must be accounted for and returned at the completion of the test administration and in the manner prescribed in the Test Administration Manual.

**Source: 2021–2022 Student Assessment Handbook**

Below is a list, although not all-inclusive, of actions that constitute a breach of test security:

- coaches 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 inconsistent with test security regulations all or any portion of secure test booklets/online testing forms;
- makes answers available to examinees;
- questions students about test content after the test administration;
- 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 constitute a breach of test security and will result in a referral to the Georgia Professional Standards Commission [GaPSC]);
- uses or handles secure test booklets or online testing logins/passwords for any purpose other than examination;
- fails to follow administration directions and/or test examiner script for the test;
- fails to properly secure and safeguard logins/passwords necessary for online test administration;
- alters responses on a Student Response Document or within an online test form; and
- participates in, directs, aids, counsels, assists, encourages, or fails to report any of these prohibited acts.
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About this Manual

This manual describes the pre-test, test administration, and post-test procedures that System and School Test Coordinators and Test Examiners must follow to administer the Georgia Alternate Assessment 2.0.

The System and School Test Coordinators’ and Test Examiner’s responsibilities are clearly outlined in this manual and are designed to protect the integrity and security of the assessment.

It is the responsibility of each individual who handles the Georgia Alternate Assessment 2.0 to know the content of this manual and to follow all the procedures. System and School Test Coordinators and Test Examiners are required to read this manual carefully so that they are familiar with the tasks to be performed.

Roles and Responsibilities

System Test Coordinators ensure that all personnel have been trained in proper test administration and security procedures. They manage organization and user account information in the online testing system, and may, if necessary, help School Test Coordinators with test scheduling and the editing of student data (such as reporting testing irregularities). They monitor test administration, provide support for School Test Coordinators during testing, and verify that all tasks are completed at the end of testing.

School Test Coordinators add and edit student information in the Nextera Admin online system, manage test sessions, and assign appropriate accommodations. They supervise and ensure that Test Examiners and Proctors have been trained in proper test administration procedures. They monitor testing to ensure that established administration and security procedures are followed. They should monitor and ensure test security protocols are followed regarding the handling and transcription of Student Response Documents. They return all secure materials to the System Test Coordinator when testing is complete.

Test Examiners must participate in all training in test security and test administration protocols. They should be familiar with the Test Administration Manual and Test Examiner Booklets and Student Booklets prior to administration of the Georgia Alternate Assessment 2.0.
Test Security Procedures and Reminders

Maintaining test security is one of the most important responsibilities of System Test Coordinators, School Test Coordinators, Test Examiners, and other staff. District personnel must follow written procedures at all times.

- Both the Student Booklets and Test Examiner Booklets must be secured at all times.
- Unlike the general content assessments, the GAA 2.0 requires that Test Examiners review the test materials before administering the assessments to their students. However, it is unethical for any staff person to reproduce or disclose any secure material or to cause it to be reproduced or disclosed in any form.
- Each Student Booklet and Test Examiner’s Booklet contains questions that will be used on future tests. Therefore, maintaining test security is critical to the viability of the testing program. Again, district personnel are responsible for ensuring the security not only of the physical test materials, but also of the content of those materials. These responsibilities extend beyond the opening and closing of the local and state testing window.

The security of the GAA 2.0 materials must be maintained before, during, and after each test administration. System and School Test Coordinators and Test Examiners MUST follow the procedures listed below to ensure the security and integrity of the tests.

All assessments must be administered by a GaPSC-certified educator.

Test Examiners are directly responsible for the security of test materials and must account for all materials while in the Test Examiner’s custody.

The testing environment should be designed and maintained to minimize the potential for cheating. Any sign of cheating must be handled immediately. Test Examiners must contact the School Test Coordinator if they have any questions or if cheating or security violations are suspected.

Instructional materials that are displayed/posted should be covered or removed in each test setting.

Test materials must be kept secure at ALL times. While in the Test Examiner’s custody, secure test materials must be kept in a locked storage area when not being used for actual administration to students. During test administration, materials and students must be supervised at all times.

At no time should a test examiner or other personnel keep test materials in a classroom or other unauthorized storage area overnight.

The use, or intended use, of an electronic device to photograph, post, retain, or share information/images from any portion of a secure test and/or Student Response Document will result in invalidation.
Test Examiners must account for all test materials before dismissing students from the testing room. At the conclusion of each administration, Test Examiners are responsible for immediately returning all test materials to the School Test Coordinator.

A failure to take these steps constitutes an irregularity that must be reported to the Georgia Department of Education (GaDOE).

Should it be confirmed that either a student brought information into a test setting through stored text or left the test setting with secure test information stored on a device, the student’s test will be invalidated. Such an event must be reported to GaDOE.

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. Beyond that, and to the greatest extent practical, the integrity of the test being administered is to be maintained.

**ALL** individuals who have the responsibility for handling the GAA 2.0 materials are accountable for all test materials assigned to them before, during, and after the test administration. Any discrepancies should be documented and reported to the School Test Coordinator.
Introduction to the Georgia Alternate Assessment 2.0

The GAA 2.0 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 challenging academic standards. States are required to ensure that all students have the opportunity to learn.

The GAA 2.0 is also designed to ensure that students with significant cognitive disabilities are given the opportunity to demonstrate achievement of the knowledge, concepts, and skills inherent in grade-level standards. The GAA 2.0 is based on the GSE Extended Content Standards and are reduced in depth, breadth, and complexity. The GSE Extended Content Standards are aligned to the Georgia Standards of Excellence.

The GAA 2.0:

- aligns to the Georgia Standards of Excellence;
- reduces teachers’ burden related to selecting or developing tasks; and
- has standardized and scripted tasks with multiple access points with scaffolding, if needed.

The State Board of Education 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 GAA 2.0 is the state-provided alternate assessment.

For an overview of the GAA 2.0, please refer to information and resources found at http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA_2.aspx.
Students to be Assessed

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 2.0. The IEP team will use the Eligibility Criteria to guide and document its assessment decisions.

Students eligible to participate in the GAA 2.0 in Grades 3, 4, 6, and 7 are assessed only in English language arts (ELA) and mathematics. Students eligible to participate in the GAA 2.0 in Grade 5 are assessed in ELA, mathematics, and science. Students eligible to participate in the GAA 2.0 in Grades 8 and High School are assessed in ELA, mathematics, science, and social studies.

The instructional program for high school students with significant cognitive disabilities includes courses that align 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. This assessment is administered for the first time in grade 11.

<table>
<thead>
<tr>
<th>Grades</th>
<th>ELA</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
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<tbody>
<tr>
<td>3</td>
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<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>x</td>
<td>x</td>
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<td>8</td>
<td>x</td>
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<tr>
<td>HS</td>
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<td>x</td>
</tr>
</tbody>
</table>

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GAA 2.0 Test Design

The GAA 2.0 contains three-part tasks. Tasks have been designed to allow for the flexibility required to meet the needs of the students taking the GAA 2.0, including students with communication challenges and students with the most significant cognitive disabilities. Each task is written to three levels of complexity, starting with the least complex part and increasing in complexity. A scenario or passage is provided at the beginning of each task and serves as an introduction.

Forms 1, 2, 3
Each grade has three forms for each subject matter.

Task Components
Tasks have been designed to allow for the flexibility needed to meet the needs of the diverse range of students taking the GAA 2.0, including students with the most significant cognitive disabilities.

Scenario
The scenario introduces the topic and provides a brief reminder of prior learning. The purpose of the scenario is to engage the student and suggest the relevance of the topic.

Part A: Low Complexity
The question in Part A represents the most basic presentation of the standard and may assess prerequisite skills. Basic text and simplified graphics help to support understanding at this level. Two answer options are provided at this level and most answer options include graphics.
**Part B: Moderate Complexity**
The question in Part B represents an entry-level skill and features simple text with some academic language. Three answer options are provided at this level and graphics may be more academic in nature than those provided for Part A.

**Part C: High Complexity**
The question in Part C may require the student to make inferences or require the application of previous learning. Graphics are not always included in Part C.

**Scaffolding**
Scaffolding is support that is built into the task to increase a student’s ability to access various levels of complexity within a task. If the student does not respond as indicated in the Test Examiner Booklet in each task part, additional scaffolding will be provided. All scaffolding instructions are provided in the Test Examiner Booklet and provide the student an additional opportunity to show what they know and can do.

### Test Administration Key Dates

<table>
<thead>
<tr>
<th>Prior to Testing</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Training Webinar</td>
<td></td>
</tr>
<tr>
<td>• Nextera Training</td>
<td>January 20, 2022</td>
</tr>
<tr>
<td>Pre-Administration Webinar</td>
<td></td>
</tr>
<tr>
<td>• Final Test Preparation</td>
<td>February 17, 2022</td>
</tr>
<tr>
<td>Test Materials Arrive in Systems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>March 7, 2022</td>
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<table>
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<th>Test Window</th>
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<tbody>
<tr>
<td>Spring 2022 Test Administration</td>
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<tr>
<td></td>
<td>March 21–April 29, 2022</td>
</tr>
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</table>

<table>
<thead>
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<th>After Testing</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Deadline to Return Materials to Questar</td>
<td>May 9, 2022</td>
</tr>
</tbody>
</table>
Training Requirements

System Test Coordinators must receive and verify all test materials and work with School Test Coordinators to distribute materials to appropriate schools.

System and School Test Coordinators must participate in all scheduled trainings prior to test administration. School Test Coordinators must ensure that Test Examiners are trained in test security and all GAA 2.0 administration protocols.

Prior to the test administration, School Test Coordinators must:

- create and manage classes;
- ensure student data is correct;
- enter, edit, and view Learner Characteristics Inventory (LCI) and student demographic data;
- manage users’ and students’ records; and
- provide list of student logins and access codes to Test Examiner.

School Test Coordinators must ensure that all Test Examiners are trained on the Nextera Test Delivery System (TDS). Test Examiners must fully understand the administration of tasks and scaffolding.

Prior to the test administration, Test Examiners must:

- review test administration materials;
- work with the School Test Coordinator to schedule a time and location for the administration;
- plan for the most appropriate student presentation and response modes;
- gather all needed supplementary materials; and
- provide the Learner Characteristics Inventory to the School Test Coordinator.

After the test administration, Test Examiners must:

- ensure that student responses have been entered in Nextera TDS for each student; and
- return all test assessment materials to the School Test Coordinator.

After the test administration, System and School Test Coordinators must:

- collect and verify the receipt of all test materials; and
- package and return all secure test materials, using appropriate boxes and labels, to Questar.
GAA 2.0 Assessment Materials

Test Examiner Booklet
The Test Examiner Booklet contains the “Say” and “Do” statements that provide a standardized script to follow when administering an assessment task. The information/script in the Test Examiner Booklet will only be seen by the Test Examiner and will not be seen by the student. Test Examiners must follow the script as written.

The Test Examiner will read aloud each statement in bold following SAY: . Each DO: statement provides the instructions for what the Test Examiner needs to do during the administration. If there is a graphic in the task that is needed to answer the question, a graphic description will be provided as a SAY: statement.

The Test Examiner Booklet also contains the “next page” icons: . These icons indicate when the Test Examiner should present the next page in the Student Booklet to the student. There are no page turn icons shown when a Test Examiner needs to turn the page to the next Task Part.

Within the ELA test, there may be two tasks written to the same passage. The Test Examiner should be sure to read the passage when administering each individual task.

Student Booklet
The Student Booklet contains student-facing assessment materials including graphics and answer choices. It has only the information and graphics that the student needs to answer the question and does not contain the Test Examiner’s directions and administration information.

The Student Booklet has perforations that allow individual pages to be pulled out as needed for the student. The back cover with the intact bar code and all parts of each Student Booklet with pages pulled out must be retained for secure inventory and returned once testing has completed. Response options should only be cut apart if there is a disability-based need to do so and should be placed on the work surface exactly as they appear in the Test Examiner Booklet. Response options can be placed from left to right for students with an eye gaze accommodation. If the Student Booklet is cut apart, all pieces must be kept together for return. See return procedures for further guidance and details regarding secure materials.

Student Response Document
The Test Examiner will record the student’s response on the Student Response Document and indicate if the response required scaffolding.

The Test Examiner will record the answer choice that corresponds with the student’s response or select “NR” if the student does not respond. Scaffolding is provided only
if needed (as outlined in the Test Examiner Booklet) and should be recorded only if the student received additional scaffolding. Once the Test Examiner has completed the administration of the assessment, the student’s responses will be entered by the Test Examiner or the School Test Coordinator and a GaPSC-certified witness into Nextera TDS.

If there is any writing on a Student Response Document it is considered secure. Both used and unused Student Response Documents must be returned. See return procedures for further details.

The Student Response Document color coordinates with the Student Book binding color. ELA is yellow, mathematics is orange, science is green, and social studies is blue.

**Directions for System Test Coordinators**

**Before Testing**

System Test Coordinators are responsible for ensuring that all School Test Coordinators and Test Examiners are trained in proper test administration and test security procedures. GaDOE and Questar will conduct training webinars covering both the technical and administrative aspects of the GAA 2.0. System Test Coordinators should schedule selected staff for these training sessions and monitor their attendance.

**Receive, Verify, and Distribute Test Materials**

Test materials will be packed in boxes by school and shipped to the System Test Coordinator. The System Test Coordinator must store materials in a secure location until distributing them to schools.

System Test Coordinators will receive:

- School Packages
- System Cover Memo
- Test Material Overage:
  - Test Examiner Booklets
  - Student Booklets
  - Student Response Documents
- Secure Materials Report
- Copy of School Packing List
- District Return Kit:
  - Return Kit Content List
  - Return Instructions
  - Material Return Poster
Directions for System Test Coordinators

- QAI Return Box Labels (pink)
- UPS Return labels

The School boxes will contain:

- School Cover Memo
- Test Examiner Booklets
- Student Booklets
- Student Response Documents
- Secure Materials Report
- School Header Sheet
- Clear Poly Bags
- Tyvek Return Envelopes
- Material Return Poster

Upon receiving materials, System Test Coordinators must inventory the materials using the packing list provided in the shipment. If the contents do not match the packing list, contact Questar GAA 2.0 Customer Support to report the missing materials.

- System and School Test Coordinators must store materials in a secure location at all times except when they are being prepared/used for administration by Test Examiners.
- System and School Test Coordinators must provide a schedule for Test Examiners to review and prepare materials for administration following receipt of those materials by the district.
- Test Examiners must participate in all test security and test administration training prior to reviewing any secure test materials for any purpose.

Ordering Additional Materials

If additional testing materials are required, these can be ordered through Nextera Admin.

**NOTE:** The System Test Coordinator (or District Level User) is the only role allowed to order additional materials.

Transfer of Students Within District

If a student transfers within the district, the Student Response Document needs to be transferred with the student to the new school. The forms used are the same within districts, so testing may resume at the new school using the new district’s Test Examiner Booklet and Student Booklet.

Transfer of Students Out of District

If a student transfers out of district, the System Test Coordinator of the original district will need to call Questar Customer Support to have the student transferred. The receiving district’s System Test Coordinator will need to provide new testing material to the student.
Managing User Profiles

System Test Coordinators are responsible for managing the user profiles of all personnel who will participate in the administration of the GAA 2.0. Specific directions on how to add, edit, or inactivate a user can be found beginning with Section entitled “Nextera Test Delivery System Introduction.”

The School Test Coordinator or Building Level User must create classes. System Test Coordinators need to add the role of School Test Coordinator to themselves for each school if they wish to create classes for schools at the district level.

During Testing

Monitoring Test Administration

To support School Test Coordinators, System Test Coordinators should be thoroughly familiar with the student registration and data management tasks regarding the Nextera Admin online system.

System Test Coordinators should also be available during the test administration period to answer questions and help with the reporting and recording of testing irregularities (as directed by GaDOE). System Test Coordinators should monitor each school involved in testing to ensure that test administration and security procedures are being followed.

If questions arise or if situations occur that could cause any part of the test administration to be compromised, the System Test Coordinator should call the GaDOE Assessment Specialist at (800) 634-4106 or (404) 656-2668.

Technical issues should be reported to Questar GAA 2.0 Customer Support at (866) 997-0698.

Stopping Rule

Test Examiners are expected to follow the script from beginning to end for all students. It is important that each student have an opportunity to attempt the assessment, even if the Test Examiner believes the student will not respond. All students must be entered into a class by the School Test Coordinator or Building Level User. The School Test Coordinator must not code “Stopping Rule” until the Test Examiner has completed the correct coding in the Nextera TDS platform and returned the signed verification of student responses documentation. Careful consideration should be given to using the most accessible presentation and response modes for the student.

If, after administering all parts of two tasks to a student who does not have an established communication system, the student does not respond, the Test Examiner may stop testing. The stopping rule should not be applied based on a student’s behavior, frustration level, or knowledge of the content. The test can be paused as appropriate.
If the stopping rule is implemented, complete the following steps:

1. Report the situation to the School Test Coordinator.
2. On the Testing Status Details page in Nextera Admin, the System Test Coordinator or School Test Coordinator will update the Status Code to “Stopping Rule”. See the section “Set a Status Code for a Student” in this manual.
3. School Test Coordinator must be sure that all student responses are entered into Nextera TDS.
4. If a student has an observable response mode, but is not engaged with the assessment task, see the “Pausing and Resuming Administration” section for guidelines on when to pause and resume the assessment.

GAA 2.0 Accessibility

Tasks may be accommodated to meet the needs of the diverse range of students participating in the GAA 2.0 test administration. All accommodations should be documented in the student’s Individualized Education Program (IEP), Section 504 Individual Accommodation Plan, or English Language Learner Testing Participation Committee Plan (EL/TPC). Accommodations and administration procedures must be based on what the student uses in daily instruction, including:

- **Presentation Mode** — presentation of test materials and/or test directions
  Examples: large print, Braille, ASL, oral reading, color overlays, magnifiers

- **Response Mode** — manner in which students respond to or answer test questions
  Examples: AAC device, pointing to answers, verbal answers, adapted writing tools

- **Scheduling Arrangements** — time allowance or scheduling of a test
  Examples: breaks, optimal time of day for testing, multiple testing sessions

- **Setting Accommodations** — place in which the test administration normally occurs
  Examples: special education classroom, small group, individual administration, preferential seating

**NOTE:** Utilizing a scribe is not considered an accommodation, but rather a standard administration procedure. All Test Examiners will be acting as scribes by recording the student’s responses.

Test Examiners should become familiar with the tasks and should practice using any accommodations with the student on sample tasks found on the GaDOE website at [http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA_2.aspx](http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA_2.aspx) prior to administering the assessment. If using any assistive technology, practice with sample items to ensure technology is functioning properly. Secure test materials must not be stored in the device.
Manipulatives
The Test Examiner should ensure the student uses the identified manipulatives in daily instruction throughout the year, and that the manipulatives allow the student to participate meaningfully in both instruction and assessment. Manipulatives should not be solely used during assessment. The manipulatives should not in any way impact the integrity of the assessment and should allow the student to independently show what they know and can do.

Students with visual impairments who need tactile materials may access the assessment using a Braille test form.

Sign Language
The Test Examiner and sign language interpreter should review the test forms prior to administration, making appropriate notes in the Test Examiner Booklet, if needed. The interpreter should not use clueing inflection and must use consistent facial expression. All signs must be conceptually accurate, translating only the content exactly as it appears without changing or adding information. The use of speaking and signing simultaneously is permitted.

After Testing
System Test Coordinators must verify and document the utilization of the Security Checklists, and the collection of all test materials by School Test Coordinators after testing is complete. Test materials consist of the Security Checklists, Test Examiner Booklets, Student Booklets, and Student Response Documents.

System Test Coordinators must document and verify that all completed Student Response Documents have been entered into Nextera TDS, and that the Validation Form for Transcription of Answer Documents has been completed and signed by the person who submitted the student responses (Test Examiner or School Test Coordinator) and a designated GaPSC-certified witness for each Student Response Document. Signed copies must be retained locally with other GAA 2.0 verification documents.
Return Materials At The School Level

Using the same Questar boxes in which materials arrived, pack the materials to be returned in the following order from top to bottom:

1. White Tyvek return envelopes (containing completed School Header Sheet and used and unused Student Response Documents) should be placed on top of all other materials.
   a. Complete one School Header Sheet for each envelope returned and make a copy for your records.
   b. Indicate a total count of Student Response Documents on each envelope label.
   c. In the Tyvek envelope, place all used Student Response Documents on top of the unused Student Response Documents.

2. Place all Test Examiner Booklets (used and unused) in the bottom of the box.

3. Place all Student Booklets (used and unused) in the bottom of the box.
   a. Place cut up or disassembled Student Booklets in a poly bag, one book per bag.
   b. Each security barcode must be face up and visible through the clear section of the poly bag for scanning upon return.
   c. Student Booklets still intact do NOT need to be put in a poly bag.
   d. Additional poly bags can be ordered through AMO, if needed.

4. Return box(es) to the System Test Coordinator for required verification checks.
Return Materials At The System Level

1. Complete final verification checks and locate the Return Kit provided in the original shipment.
2. Place a PINK return box label on each box of materials being returned to Questar and indicate Box __ of __ for entire System on the return label.
3. Seal the box(es) with shipping tape. (top and bottom)
4. Place one UPS shipping label on the top of each box. Arrange your UPS pickup. If you have a daily pickup or regular deliveries from UPS, give the package(s) to your UPS driver or leave the packages where the driver would normally deliver or pick up your packages. If UPS is not at your location on a daily basis, call 877-536-2697 to schedule a pickup and indicate you are a Questar customer.
5. Ship materials back to Questar as soon as testing is complete for your system or no later than May 9, 2022.

Questions regarding packing of materials or arranging a pickup should be directed to Questar GAA 2.0 Customer Support.
Material Return Poster

GEORGIA ALTERNATE ASSESSMENT (GAA) 2.0
TEST MATERIAL RETURNS

Packing and Shipping Used and Unused Materials

1. Place used then unused Student Response Documents in white Tyvek return envelopes. The order is i) School Header Sheet, ii) used Student Response Documents, iii) unused Student Response Documents.
2. Complete one School Header Sheet for each returned envelope and make a copy of each for your records.
3. Place School Header Sheet in the envelope and ensure each envelope is sealed.
4. If more than one envelope is used for a school, label the envelope 1 of __, 2 of __, etc.

Using the same Questar boxes in which your materials arrived, place materials in the following order, from top to bottom:

- White Tyvek return envelopes (with School Header Sheet and Student Response Documents)
- All Test Examiner Booklets (used and unused)
- Clear poly bags containing used disassembled Student Booklets
- Used assembled Student Booklets
- Unused Student Booklets

NOTE: Each cut up or disassembled Student Booklet must be placed in a clear poly bag, including any pages that were removed or response options that were cut out. Only one disassembled Student Booklet should go in each clear poly bag. The security bar code for the Student Booklet must face up and be visible through the clear poly bag. If Student Booklets are intact, they do NOT go into the clear poly bag.

Questions about collection of materials:
Call Questar GAA 2.0 Customer Support, toll free at 1-866-997-0698
or e-mail Questar GAA 2.0 Customer Support, at GA@QuestarAI.com.
System Test Coordinators Checklist

Before Testing

- Notify School Test Coordinators of the dates for the training sessions.
- Work with School Test Coordinators to schedule secure test material preparation sessions with Test Examiners.
- Become familiar with all testing procedures by reading this Test Administration Manual.
- Using the information in the Nextera Guide to Preparing for Assessments, assign school and technology user roles to appropriate personnel.
- Make adjustments to user profile information in Nextera Admin as necessary.
- Using the information in the Nextera Guide to Preparing for Assessments, work with appropriate personnel to ensure that Student Profiles and demographics are complete and that accommodations have been appropriately assigned.
- Receive shipment of test materials from Questar.
- Retain Questar boxes to use for return shipment of materials.
- Locate the System Box containing the System Return Kit and set aside to use once the test administration is completed.
- Establish a system for the School Test Coordinator to pack and return materials to System Test Coordinator.
- Provide Test Material Security Forms at the system and school level for internal use and tracking.
- Locate the school packing list and check it against the original order to ensure sufficient materials have been received.
- Distribute secure test materials to School Test Coordinators, adhering to security guidelines.
- Implement procedures to ensure all students are assessed and accounted for as required.

During Testing

- Monitor test administration and ensure that prescribed administration procedures are followed at all schools.
- Be available to answer questions from School Test Coordinators.
- Report and record any testing irregularities and invalidations as directed by GaDOE.
After Testing

- Code any irregularities, invalidations, and participation invalidations.
- Verify that School Test Coordinators have returned all specified test materials after testing is complete.
- Verify that all completed Student Response Documents have been entered into Nextera TDS and the Validation Form for Transcription of Answer Document has been signed by the Test Examiner or the School Test Coordinator and a GaPSC-certified witness for each response document.
- Verify that the School Header Sheet is completed accurately and included with each group of Student Response Documents listed on the School Header Sheet.
- Ensure all used and unused test materials are returned. Materials must be packed in the original shipping boxes in the specified order. Return test materials to Questar.
- Place each cut-up Student Booklet in a poly bag with the bar code facing out.

Nextera Admin

- Refer to the Nextera Guide to Preparing for Assessments for instructions on how to manage student information and to create new accounts for School Test Coordinators and Test Examiners in Nextera Admin. The Nextera Guide to Preparing for Assessments is available on the Help page in Nextera Admin.
- During testing, monitor test administration districtwide and maintain test security.
- Be available during the testing window to answer questions from School Test Coordinators and to supply additional support as needed. Monitor each school to ensure that test administration and test security policies and procedures are followed.
Directions for School Test Coordinators

Preparing Test Examiners

School Test Coordinators are responsible for making sure that all Test Examiners and Proctors, if needed, are trained in proper test administration and test security procedures. GaDOE and Questar will conduct training webinars covering both the technical and administrative aspects of the GAA 2.0. School Test Coordinators are responsible for attending and/or participating in all district-sponsored test security and test administration training. School Test Coordinators should schedule selected staff for local Test Examiner training sessions as well as monitor and document attendance for all participants.

The GAA 2.0 must be administered by a GaPSC-certified educator. During test administration, Test Examiners are directly responsible for the security of the test and must account for all test materials at all times. All instances of test security breaches and irregularities must be reported to the School Test Coordinator immediately.

Test Examiners must be trained in proper testing procedures prior to the actual administration of tests. The thoroughness and quality of this training are critical to the success of the program. Test Examiners should be thoroughly familiar with this Test Administration Manual. All tests must be administered in a uniform manner. For this purpose, detailed directions are found in the Test Examiner’s Booklet. Test Examiners must follow the directions and script provided in the Test Examiner’s Booklet exactly as written to ensure a standardized administration.

The School Test Coordinator must schedule and manage the activities of Test Examiners during the testing window, monitor the test administration, maintain the security of test materials, and assemble/return test materials to the System Test Coordinator.

Before Testing

Receive Test Materials

Test Examiner Booklets, Student Booklets, and Student Response Documents arrive from the System Test Coordinator. School Test Coordinators must document and verify that all necessary materials have been received as well as report any missing materials to the System Test Coordinator immediately.

Ensure the Security of Assessment Materials

The GAA 2.0 Test Examiner Booklets, Student Booklets, and Student Response Documents are secure materials. Maintaining security of all student materials is crucial to obtaining valid and reliable assessment results.

Test security is critical to ensuring an efficient and accurate assessment process throughout all stages of the administration window.
Access to secure 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. Test materials may not remain in the testing location overnight. All test materials must be checked in to the School Test Coordinator and placed in a secure, locked location following the testing session.

**Plan for the Time and Location of the Administration**

Consider the student’s needs when scheduling. Every student is different with varying ability to stay on task. Test Examiners may pause testing to take a break at any time, planned or unplanned. The assessment is not timed and can be paused for a variety of reasons, including frustration, lack of engagement, refusal, etc. The Test Examiner may pause and resume the administration as often as necessary during the whole administration window. The administration should take place in an area that is free from distractions.

Test Examiners may determine the order that content area tests are administered; however, tasks must be administered sequentially within a content area.

**Nextera Admin**

Refer to the Nextera Guide to Preparing for Assessments for instructions on how to manage student data, create and manage classes, and print student logins for Test Examiners in Nextera Admin. The Nextera Guide to Preparing for Assessments is located on the Help page in Nextera Admin.

**Completing the Learner Characteristics Inventory (LCI)**

The LCI is an important student-specific inventory that goes beyond typical student demographics. The LCI must be completed for each student by the Test Examiner before the beginning of the test administration. The LCI form is located on the Help page in Nextera Admin. The Test Examiner must either complete this form and provide it to the School Test Coordinator or work directly with the School Test Coordinator to provide the information. The School Test Coordinator must enter the LCI information into Nextera Admin on the checklist form at the bottom of each student profile prior to testing. Completed LCI data forms must be kept in a secure location and maintained until student scores have been received.

**Distribution of Test Materials to Test Examiners**

Prior to the administration of the test, School Test Coordinators may sign out secure test materials to Test Examiners for the purpose of identifying what preparation, including manipulative(s), will be needed for individual student responses. Under no circumstances should secure test materials be used to prepare instructional materials for students during this preparation period. Any attempt to pre-teach items or tasks would be considered a breach of test security and may be reported to the GaPSC as an ethics violation.
It is essential that the Test Examiner thoroughly prepare for all tasks prior to administration. Thorough preparation helps to ensure that the test is administered correctly, and students have all the materials they need to show what they know.

All secure materials must be signed out by the Test Examiner during the test sessions. All secure materials must be securely returned to the School Test Coordinator following the test sessions and may not remain in a test location overnight.

**During Testing**

During test administration, the School Test Coordinator should monitor testing sessions and be available to answer any questions that may arise during the administration.

**Stopping Rule**

It is important that each student have an opportunity to attempt the assessment, even if the Test Examiner believes the student will not respond. Careful consideration should be given to using the most accessible presentation and response modes for the student. If, after administering all parts of two tasks, the student does not respond to any of the prompts, the Test Examiner may stop testing.

In order to stop testing, complete the following steps:

1. The Test Examiner reports the situation to the School Test Coordinator.
2. On the *Testing Status Details* page in Nextera Admin, the System Test Coordinator or School Test Coordinator will update the Status Code to “Stopping Rule”.

Please see pages 12–13 for additional stopping rule guidelines.

**After Testing**

Test Examiners are responsible for returning all test materials to the School Test Coordinator immediately after completion of testing sessions.

The School Test Coordinator will verify that all completed Student Response Documents have been entered into Nextera TDS and the *Validation Form for Transcription of Answer Documents* have been signed by the person who submitted the student responses (Test Examiner or School Test Coordinator) and a designated GaPSC-certified witness.

The School Test Coordinator will collect all test materials and return the specified materials to the System Test Coordinator.

The School Test Coordinator will return secure testing materials in the appropriate boxes to the System Test Coordinator for required verification checks.
School Test Coordinators Checklist

Before Testing

- Notify Test Examiners and Proctors, if needed, of the dates for the training sessions.
- Work with System Test Coordinator to schedule secure test material preparation sessions with Test Examiners.
- Become familiar with all testing procedures by reading this Test Administration Manual.
- Attend all local training sessions on the administrative aspects of the GAA 2.0, and make sure that Test Examiners attend test security and test administration training sessions. Maintain an attendance record of all participants in scheduled trainings.
- Manage and supervise the secure storage area for all GAA 2.0 assessment materials.
- Make sure test forms are kept secure prior to testing.
- Make adjustments to user profile information in Nextera Admin as necessary.
- Provide list of secure student logins and roster to Test Examiner.
- Add classes to Nextera Admin.
- Using the information in the Nextera Guide to Preparing for Assessments, work with appropriate personnel to ensure that Student Profiles and demographics are complete and that accommodations have been appropriately assigned.
- Collaborate with Test Examiners to enter the LCI information for all students to be assessed.
- Inventory all materials to confirm test materials received and document on the Packing List.
- Retain Questar boxes to use for returning test materials to the System Test Coordinator.
- Ensure all Test Administrators have access to the Test Administration Manual.
- Make sure test forms are kept secure prior to testing.
- Distribute test materials to Test Examiners, adhering to security guidelines.

During Testing

- Monitor test administration and ensure that prescribed administration procedures are followed.
- Be available to answer questions from Test Examiners.
- Report and record any testing irregularities and invalidations as directed by GaDOE.
After Testing

- Immediately report any irregularities, invalidations, and participation invalidations to the System Test Coordinator.
- Verify that Test Examiners have returned all specified test materials after testing is complete.
- Verify that all completed Student Response Documents have been entered into the Nextera TDS and the Validation Form for Transcription of Answer Documents have been signed by the person who submitted the student responses (Test Examiner or School Test Coordinator) and a designated GaPSC-certified witness.
- Place Student Response Documents under the appropriate School Header Sheet in the white Tyvek return envelope(s).
- Compile all used and unused test materials in the specified order, pack them in the original shipping boxes and return to the System Test Coordinator.
Directions for Test Examiners

Receive Test Materials
School Test Coordinators will provide Test Examiners with the materials needed to administer each test. Test Examiners must confirm receipt of the following test materials in advance of the testing window.

- Test Examiner Booklet(s) for the Grade and Content area that will be administered
- Student Booklet(s) that corresponds to the Test Examiner Booklet(s)
- Student Response Document(s)

Each subject matter has its own associated color:

- ELA: Yellow
- Mathematics: Orange
- Science: Green
- Social Studies: Blue

Scheduling
The tasks can be administered at any time during the testing window (March 21–April 29, 2022). As the individual who is most familiar with and connected to a student’s academic performance, the Test Examiner must carefully consider scheduling options to allow students to achieve optimal performance.

Before Testing

Complete the Learner Characteristics Inventory (LCI)
The LCI is an important student-specific inventory that goes beyond typical student demographics. The information will identify the range of characteristics of students taking the GAA 2.0. The LCI must be completed for each student before the beginning of the test administration. The LCI form is located on the Help page in Nextera Admin. The form may be printed and completed by appropriate personnel, and then submitted to the School Test Coordinator, so that the LCI information can be entered into Nextera before testing.
Preparing testing materials

It is essential that the Test Examiner thoroughly prepare for all tasks prior to administration. Thorough preparation helps to ensure that the test is administered correctly and students have all the materials they need to show what they know and can do.

Plan for the time and location of the administration

Consider the student’s needs when scheduling. Every student is different with varying ability to stay on task. Test Examiners may pause testing to take a break at any time, planned or unplanned. The assessment is not timed and can be paused for a variety of reasons, including frustration, lack of engagement, refusal, etc. The Test Examiner may pause and resume the administration as often as necessary during the entire administration window. The administration should take place in an area that is free from distractions.

Test Examiners may determine the order content area tests are administered; however, tasks must be administered sequentially within a content area.

Accommodations

Tasks may be accommodated to meet the needs of the diverse range of students participating in the GAA 2.0 test administration.

Accommodations must be based on what the student uses in daily instruction. Test Examiners should become familiar with the tasks and should practice using any accommodations with the student on sample items prior to administering the assessment.

If using any assistive technology, practice with sample items to ensure technology is functioning properly. Secure test materials must not be stored in the device.

Please review information found in the section entitled “GAA 2.0 Accessibility” for additional information regarding accommodations.

A copy of the 2021–2022 Accessibility and Accommodations Manual is located at: https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Information-For-Educators.aspx.

Plan for the student’s presentation mode

The presentation mode needed by the student should be determined prior to the administration of each task. Tasks may be accommodated to vary the response mode in order to meet the needs of the diverse range of students participating in the GAA 2.0 test administration.
Presentation modes include any combination of the following:

- Auditory/ASL – the Test Examiner may read/sign all parts of the task to the student
- Visual – the Test Examiner references the pages in the Student Booklet
- Tactile – the Test Examiner incorporates familiar manipulatives or tactile materials into the presentation of the task, such as counters

**Plan for the student’s response mode**

The student’s method of responding should be determined prior to the administration of each task. If the student requires anything other than the Student Booklet to respond, it is important to make sure it is available during testing. Student access needs should also be considered in planning for how the student will respond. Students may respond in any of the following ways:

- Student selects a response (circles, stamps, checks, or in some other way marks an answer).
- Student gives a verbal or signed response.
- Student produces a written response.
- Student points, gestures, or touches an answer option.
- Student hands the Test Examiner a manipulative.
- Student uses assistive technology (AT) or alternative augmentative communication (AAC), such as switches or eye gaze.

**Plan for supplemental materials and have them ready**

Supplemental materials may include manipulatives, paper, writing utensils, etc., that are typically used as part of classroom instruction.

**Strategies for Students with Complex Sensory Needs**

Test examiners may use the strategies described in this section for students who have complex sensory needs, including students who are blind, deaf, or deaf-blind. Examiners should review the procedures outlined in this section and select those that are appropriate for GAA 2.0 participants.

**Braille**

Students who are identified as visually impaired and require Braille material for their instructional program qualify for the Braille version of the GAA 2.0 assessment. Each student requiring a Braille version will receive an individual Braille kit for each content area, which will include all of the materials necessary to complete the GAA 2.0 Assessment. Test Examiners will enter student responses on the Student Response Document and then the Test Examiner or School Test Coordinator, along with a designated GaPSC-certified witness, will enter the student’s responses into Nextera TDS, the online testing system.
**Braille** forms should be ordered for students who use Braille during daily instruction. Braille forms contain alternate text descriptions for all pictures and graphics. Alternate text provides (to the greatest extent) the same information to the students with visual impairments (VI) that the students without VI obtain visually. For example, the basic descriptive text that immediately follows an image would be read-aloud to all students. An even more detailed picture description might accompany the same image and be read-aloud to students who receive the Braille form.

**Tactile Graphics and Tactile Symbols** are raised versions of a print graphic that is adapted for the sense of touch (Guidelines and Standards for Tactile Graphics, 2010 Braille Authority of North America). They may be used when the student is unable to see graphics that are needed to answer the test item. These graphics are contained in the Braille test forms.

**Plan for graphics** that are essential for understanding the item by providing tactile graphics already available in the student’s communication system and that match the referents in the tasks.

When previewing test materials, examiners of visually impaired students should:

- Determine which graphic(s) are inadequate for the student.
- Add visual contrast to graphics for a student with low vision.
- Add tactile qualities to the graphic(s) using available tools.

**Present the tactile graphic(s)** whenever a referent is read/signed in the tasks. Help the student explore the entire graphic with one or both hands and locate key information.

**Object Replacement** may be used when the visual and or tactile graphics do not provide optimal accessibility for the student. Examiners may use an object or part of an object to represent a person, place, object, or activity contained in a GAA 2.0 task. Symbolic representations of objects should be familiar to the student and close matches to the referents in tasks. These objects should be paired with the term it is representing in print, using Braille, sign language, or verbal instruction.

- Use the actual objects specified in the item whenever feasible (e.g., use blocks with counting a quantity of blocks or actual materials).
- Use objects or parts of objects that can be easily manipulated by the student (e.g., a plastic spoon vs. ladle to represent a spoon).
- Use objects that stand for things (such as using blocks or other counters for quantities).
- If several of the same objects are required to understand an item or to select/construct an answer, make sure that all objects provided are as similar as possible.
- If geometric shapes are required to understand or answer an item, make sure shapes are accurate. For example, rectangles should have straight, parallel sides and four right angles.
Directions for Test Examiners

- Shape dimensions should be the same (or at minimum proportional) to those in the item.
- All shapes specified in an item should match in terms of texture, material, and color. For instance, if an item requires the student to have access to a circle, a square, and a triangle, all the shapes should be similar in size (e.g., around 3 square inches), the same material (e.g., 3/8-inch foam board), and the same color (e.g., red).

American Sign Language (ASL)

Review the student’s accessibility needs and language use as described in the student’s individualized education program (IEP).

- Determine if the student has additional communication needs (e.g., tactile sign, close vision) that affect interpreting and prepare appropriately.
- Note the student’s fluency in sign language to appropriately adjust rate of signing and sign choices.

Preview instructions and test items carefully to prepare for ASL accommodation.

- Determine how to interpret items so as not to cue an answer (e.g., do not include the definition of the word in the interpretation if the item is asking for the definition).
- For multiple-meaning words that are not being assessed as vocabulary, use the word that has the appropriate meaning for the context of the passage or scenario.
- During the test, interpreters may find it helpful to preview test material before interpreting to the student. This may be done to ensure the interpreter does not cue the answer while signing part the test.

Pay attention to vocabulary phrases where English word order is necessary to maintain the intent of the test item (e.g., sign English idioms word for word to maintain the meaning of the idiomatic phrase).

In instances where scenarios or tasks include names of people who do not have established sign names, fingerspell the names the first time and assign each person a sign name. Interpreters may use only the sign names for the remaining occurrences of each person’s name.
Student Response Strategies

If the student uses oral speech or ASL, examiners should follow these steps:

- Allow the student to identify the item choice by naming/signing the response option (e.g., “dog”); providing the location of the answer (e.g., top, middle, bottom); or providing an associated letter (e.g., A, B, or C).
- Mark the student’s response.

If the student uses a hand or finger response, consider these steps:

- Allow student to point to the answer.
- Place response options near the student’s dominant hand.
- Place response options in the same order as indicated in the test examiner’s script.
- Ensure the response options are far enough apart so that the student’s response is clear.

If the student uses eye-gaze, consider these steps:

- Position the response options on a clear surface in a clockwise order or from left to right (i.e., A in upper left-hand corner, B in upper right-hand corner, and C in the lower center position. Leave an empty space in the center to center the student’s gaze before indicating a response).
- Direct the student to look in the empty space to center his or her gaze, as needed, so that when he or she indicates a response, the observer can clearly see the student’s choice.

If the student uses an Augmentative and Alternative Communication (AAC) system, make sure the AAC system is available, programmed for the individual student when needed and operable.

Contact the School Test Coordinator if there are any questions. Notify the School Test Coordinator of any missing testing materials.
Directions for Test Examiners

During Testing

The Use of Prompting

Prompting is not permitted on the GAA 2.0. It provides additional content or information that may cue or be advantageous to answering a question. This does not allow students to independently show what they know and can do.

The use of any directive prompting, including hand-over-hand that leads the student to the correct answer, is not permitted. There may be some students who require physical support in order to engage with the materials based on a motor limitation or a specific sensory impairment (i.e., a student who is blind). Physical support is permitted as long as it does not lead the student to the correct answer. It must allow a student to independently answer or make a choice.

Holding a student’s arm steady at the elbow in order for them to independently make a choice is not considered directive physical prompting.

For a student who is blind or visually impaired, leading a student’s hand to engage with each answer option equally while allowing the student to make a choice is not directive physical prompting.

Redirections and Reinforcement

Redirection strategies are permitted when:

- they are a part of the student’s daily instruction;
- they are used to redirect or refocus the student; and
- they do not cue the correct answer.

Test Examiners are allowed to encourage a student to persist. However, encouragement should never cue the correct answer. Convey interest in how the student responds, not the correctness of the response.

Appropriate Testing Techniques

Appropriate testing techniques include:

- encouraging the student to do his or her best on the tasks;
- using the appropriate accommodations;
- accepting all modes of discriminate responding and communication;
- starting administration at the beginning of each task;
- moving on to the next part of the task regardless of the student’s response;
- repeating test questions and directions as necessary; and
- reinforcing student effort, using specific language (e.g., “You are being a good listener.” or “Good job — you are working hard.”).
After Testing

All completed Student Response Documents must be transcribed into Nextera TDS. All transcribed responses must be done in the presence of a GaPSC-certified witness. The Test Examiner and the witness must sign the Validation Form for Transcription of Answer Documents and submit this document to the School Test Coordinator for each Student Response Document.

The Validation Form for Transcription of Answer Documents is found in the GaDOE Student Assessment Handbook.

The Test Examiner should place each cut up or disassembled Student Booklet in a clear poly bag, including any pages that were removed or response options that were cut out. Only one disassembled Student Book should go in each clear poly bag. The security bar code for the Student Booklet must face up and be visible through the clear poly bag. If Student Booklets are intact, they do NOT go into the clear poly bag. Student Response Documents are placed in the Tyvek envelope. All materials must be returned to the School Test Coordinator. No secure materials including Student Rosters with access codes may be retained by the Test Examiner.
Test Examiners Checklist

Before Testing

- Receive testing materials. Confirm receipt of the appropriate Test Examiner Booklets, Student Booklets, and Student Response Documents.
- Review all testing materials and plan for the student’s presentation and response mode. Prepare supplemental materials, if necessary.
- Review this GAA 2.0 Test Administration Manual and all other resources that are available on the GaDOE GAA 2.0 website. [https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA_2.aspx](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA_2.aspx)
- Verify that the class has been set up correctly in Nextera Admin. The School Test Coordinator shall provide a roster for each class as verification of this step.
- Provide the Learner Characteristics Inventory (LCI) information to the School Test Coordinator.
- Schedule an appropriate testing time and testing location (testing window is March 21–April 29, 2022).

During Testing

- Provide accommodations documented in the student’s IEP to ensure student access to the assessment.
- Administer the task from Part A to Part C. Once a student has provided a response, move on to the next part of the task.
- Accept all modes of purposeful response and communication.
- Repeat questions and directions as necessary.
- Notify the School Test Coordinator of any situations involving stopping rules.

After Testing

- In the presence of a GaPSC-certified witness, transcribe all student responses in Nextera TDS for each task administered in each content area utilizing the individual student credentials and Access Code. See “Entering Student Responses into Nextera TDS” for instruction.
- Sign and return the Validation Form for Transcription of Answer Documents for each Student Response Document to the School Test Coordinator.
- Return all secure Test Examiner Booklets, Student Booklets, and Student Response Documents to the School Test Coordinator.
GAA 2.0 Test Administration Policies

Test Examiner

A Test Examiner is required to administer the tasks to students. Each Test Examiner must have completed the training requirements. Each student should be assessed by a special education teacher who holds a current, valid Georgia Educator certification, provides instruction to the assessed student on a regular basis, and has completed the required training. If that individual is not available to administer the test, another GaPSC-certified educator who meets the aforementioned Test Examiner requirements and training criteria may administer that component.

Non-certified staff members, student teachers, and substitute teachers are NOT allowed to administer the test.

Pausing and Resuming Administration

The Test Examiner may pause the administration of the assessment if the student’s behavior or medical needs prohibit the student from demonstrating optimal performance.

Familiarity with the task sequence will help the Test Examiner determine where to pause the testing session if all tasks cannot be administered.

If the testing session is paused, the Test Examiner should record the student’s response for the last administered task just prior to pausing the test session.

If the testing session is paused, the Test Examiner can still complete the administration at a later time, or on another day, as long as it is within the testing window.

If the student’s behavior and/or medical needs prohibit him/her from completing the assessment on a given day, the Test Examiner may stop testing and resume on another day during the testing window. It may be possible to prevent some of these difficulties with proper planning. The following examples illustrate proper planning:

The Test Examiner scheduled testing for Student A on Tuesday. When Student A arrived, it was clear that he was more tired than usual. The Test Examiner learned that something occurred the night before that interfered with Student A’s sleep. The Test Examiner made the decision to postpone testing for a few days.

The Test Examiner was administering the assessment to Student J when something occurred that upset her. She began throwing things across the room. The Test Examiner made a decision to stop testing for the day and resume another day.
When scheduling testing, it may be helpful to consider:

- the best day of the week for testing;
- the best time of day for testing;
- when medications are given, and how they might affect testing;
- meeting the student’s needs (e.g., food, physical activity) prior to testing so that the student is calm and ready to begin;
- avoiding “triggers” that could prompt behavioral issues; and
- planning for a quiet environment with few interruptions.

**Homebound/Hospitalized Students**

Students who have been identified by their IEP team for assessment on the GAA 2.0, who are enrolled in a Georgia district, and who are hospitalized or homebound, must participate in the GAA 2.0 test administration. The health and safety of the student must be considered at all times. Questions related to students in homebound or hospital settings should be directed to the GaDOE Assessment Specialist.

For students who will be assessed at home or in the hospital, the assessment should be administered during the state’s GAA 2.0 testing window, adhering to the same administration procedures required in the school setting.

The Test Examiner must be a GaPSC-certified educator who has been trained to administer the GAA 2.0.

With the assistance of the Special Education Coordinator, Test Examiners must inform the School/System Test Coordinator of students who will be assessed in hospital or homebound settings. This manual and all related materials must be returned to the School/System Test Coordinator immediately following the close of the assessment window.
Nextera User Roles and Responsibilities

System Test Coordinator Sign In

Questar provided sign-in information to System Test Coordinators via a Welcome Email when the account was created. If the sign-in information was not received by the System Test Coordinator, then Questar GAA 2.0 Customer Support should be contacted.

Once the User ID and Password have been received, the System Test Coordinator should enter this website address into the web browser: [https://ga.nextera.questarai.com/](https://ga.nextera.questarai.com/)

1. Enter the User ID and Password, and then select Sign In.
2. First time sign-ins require a change in password.
3. The System Test Coordinator will be asked to acknowledge and agree to the Security Compliance statement and a paraphrased version of the statement will be presented. A screen option will allow the System Test Coordinator to view a full version, if desired.

4. Select I Agree on the original screen in order to agree to the terms.

**Set a Status Code for a Student**

Status codes can be set for each test session in Nextera Admin by completing the following steps on the Testing Status Details page.

1. Locate the student whose status code needs to be set, then select the Session status hyperlink.
2. Select the Scoring Option of either Stopping Rule or Irregularity status and then select a reason from the Reason dropdown.

The Stopping Rule reason is “No identified communication system”.

The Irregularity Status reasons include Invalidation (IV), Irregularity (IR), and Participation invalidation (PIV).

**NOTE**: If an Irregularity Status reason is selected, contact GaDOE to obtain the 5-digit Irregularity Code that needs to be selected from the drop-down menu.

Select Submit after choosing the Scoring Option and the Reason.
3. The Reason you selected will be listed under the Session heading in the Testing Status Details page for the student.

![Testing Status Details](image)

**System Test Coordinators**
- Assign, edit, and view District Level Users
- Create School Test Coordinator user accounts
- Serve as a backup to School Test Coordinators: managing schools’, users’, and students’ records
- Receive shipping items, distribute items appropriately, and return materials to Questar
- Can view system- and school-level information
- Only one System Test Coordinator role per system
- Can be multiple System Test Coordinator Assistant roles (District Level Users) per system

**System Information Technology Coordinators**
- Acts as the information technology point of contact for all schools in the system
- Works with the School Information Technology Coordinator to ensure Workstation Readiness is complete and the Questar Secure Browser has been downloaded to devices
- Only one role per system

**School Test Coordinators**
- Assign, edit, and view Building Level Users
- Create and manage classes
- Has access to all students in the school
- Ensures that student data are correct
- Can enter, edit, and view Learner Characteristics Inventory (LCI)
- Can enter, edit, and view Student demographic data
- Can share scheduling and managing student tasks with the System Test Coordinator
- Help school staff troubleshoot technology issues
- Responsible for managing users’ and students’ records
- Only one School Test Coordinator role per school
- Provide list of student logins to Test Examiner
School Information Technology Coordinator

- Acts as the information technology point of contact for the school
- Ensures Workstation Readiness has been completed
- Installs the Questar Secure Browser on devices to be used to enter student responses
- Only one role per school

Test Examiners

- Can complete the Learner Characteristics Inventory (LCI) form and provide data to the School Test Coordinator for submission through Nextera Admin or may work together with the School Test Coordinator to complete that action in Nextera Admin
- Must be a GaPSC-certified educator
- Enter student responses in Nextera TDS

Entering Student Irregularity or Stopping Rule Test Information

Stopping Rule codes and Irregularity Status codes are entered by the School Test Coordinator prior to the end of the Test Administration Window. A single code may be entered for each student in the Testing Status Details page.

- Stopping Rule:
  - No identified communication system
- Irregularity Status codes include:
  - Invalidation (IV)
  - Participation Invalidation (PIV)
  - Irregularity (IR)

GNETS Teachers

GNETS teachers have a unique role within the Georgia Education System. GNETS teachers work with students in multiple schools and potentially across multiple districts. Information about where students need to be reported is placed on Pre-ID. Students are added to a class in the FTE assigned school. The System or School Test Coordinator will provide student login information to the Test Examiner to transcribe responses.
**Nextera Test Delivery System Introduction**

The Nextera Test Delivery System (TDS) is where the Test Examiner or School Test Coordinator, along with a designated GaPSC-certified witness, will enter student responses from the assessment to submit them for scoring.

In order to access Nextera TDS, the device being used will require the installation of the Questar Secure Browser. Detailed information regarding setup and installation of the Questar Secure Browser can be found in the Setup & Installation Guide available on the Help page in Nextera Admin.

Once the Questar Secure Browser has been installed on your device, you will have a shortcut on your desktop that will look like the image below.

![Questar Secure Browser shortcut](image)

Obtain the following materials before entering student responses into Nextera TDS:

- Student Response Document(s)
- Student Login Credential(s)
- Access Code(s)
It is up to the Test Examiner and the witness to schedule time to enter student responses into the Nextera Test Delivery System. Some Test Examiners may choose to input the student responses as they go during the test administration. Others may choose to input during planning times or other separate time from administration. Test Examiners must allow enough time to enter responses for each of their students prior to the end of the test administration window.

Do not submit the test if transcription must be paused for any reason. Sign out of Nextera TDS without submitting. The Test Examiner must then request the Proctor Password from the School Test Coordinator in order to re-enter the student’s test in Nextera TDS.

**NOTE:** Specific guidance regarding pausing the transcription of student responses into the Nextera Test Delivery System may be found in the section “Entering Student Responses into Nextera TDS”.

**Viewing and Printing Student Login Credentials and Access Codes**

School Test Coordinators must view and print student login information. Student login credentials and Access Codes are found in Nextera Admin on the Tests page, which can be accessed from the TESTS tab. Login credentials include the student user ID and password. An Access Codes is a 4-digit code that is used to identify a student group or class and must be entered in conjunction with login credentials prior to entering the student’s responses into the Nextera TDS. Reminder, each student has a unique set of login credentials that must be used to enter responses into the Nextera TDS. The School Test Coordinator must provide the login information to Test Examiners. For steps on viewing and printing login credentials, please refer to the Nextera Guide to Preparing for Assessments.
Printing Login Credentials and Access Codes

1. Sign into Nextera Admin using your unique User ID and Password.
2. Select the TESTS tab from the Nextera Admin menu bar.

3. Find the class containing the students whose responses will be entered into the Nextera TDS. Select the View button.
4. Find the Access Code in the middle of the page. Remember to write this code on the Student Roster you print. Select the **Print Labels** button.

5. There are three formats available to print the student login credentials. It is recommended that School Test Coordinators print Student Rosters from the Print Labels options. Other print options include labels which are not required for this assessment.

6. Write the Access Code at the top of the page of the Student Roster for reference during the process for entering student responses. Access Codes and student login credentials are considered secure materials and must be maintained through test security protocols.
Entering Student Responses into Nextera TDS

1. Locate the shortcut on your desktop and open the Nextera TDS application.
2. Enter the Student User ID and password at the sign in screen. The User ID in the Nextera TDS application is the Student User ID.

3. Review the directions on how to navigate and use resources in Nextera TDS as well as how to review and submit responses.
4. Enter the 4-digit Access Code. It should be written at the top of the Student Roster provided to you by the School Test Coordinator.

5. Navigate through the Student Response form and enter student responses as recorded in their Student Response Document.

6. Review and submit the student responses by selecting **Review** in the upper left corner of the screen.
7. The Review window shows which items have student responses recorded and which items are missing responses.

8. Return to any unrecorded tasks by selecting the task number directly from this screen. Enter the student responses and select **Review** again. Repeat this process until all tasks have responses recorded.

9. Submit student responses by selecting **Submit Test**. This will activate a pop-up window to verify you want to submit the student responses. Select **Submit Test** to continue or **Cancel** to go back.
10. If you select **Submit Test**, a pop-up window will appear. The user can elect to **Sign out** or **Take Another Test** (for the same student). If you select **Sign out** you will automatically exit the Nextera TDS.

11. Repeat the steps until you have submitted student responses for all students.

**NOTE:** If needed, you can revisit the directions by selecting **Directions** in the upper right corner of the window. If you need to pause, select the **Pause/Sign out** link in the upper right corner of the window. You may reenter the student’s account at a later time by using the same login credentials and Access Code.

12. The School Test Coordinator must go to Nextera Admin and verify all student responses have been submitted by navigating to the **Tests** page and verify the testing status of the class.

The *Testing Status Details* page under the TESTS tab is a valuable resource for system and school staff to verify the status of student responses being entered into the Nextera TDS in their schools and classrooms. This page offers a snapshot view of response entry for the GAA 2.0.

In the top section, a system user can:

- view the entire system; and
- use the dropdown fields to examine the school, class, or student levels of testing to view the progress of student responses.

A school-level user can:

- view all of the testing at the school level; and
- use the dropdown fields to examine the class or student levels of testing to view the progress of student responses.
Contact Information

If you have questions regarding the administration of the GAA 2.0, assistance is readily available by contacting the divisions below.

**To schedule a pick-up of test 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 Nextera or distribution and collection of materials:**
Call Questar GAA 2.0 Customer Support, toll free at 1-866-997-0698.
E-mail Questar GAA 2.0 Customer Support, at GA@QuestarAI.com.

Chat is also available through the HELP tab in Nextera Admin during regular customer support hours: 7:00 am to 6:00 pm ET, Monday through Friday (except state holidays).