

GAA 2.0 Test Administration Training 1

Assessing Students with Cognitive,
Auditory, and Visual Impairments

August 20, 2019 and August 22, 2019

Disclaimer

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- Local use of these slides is allowed; however, slides included in this deck may not be changed or altered for any reason including local training purposes.
- GaDOE training does not take the place of local training or review of the test examiner's manual.

Agenda

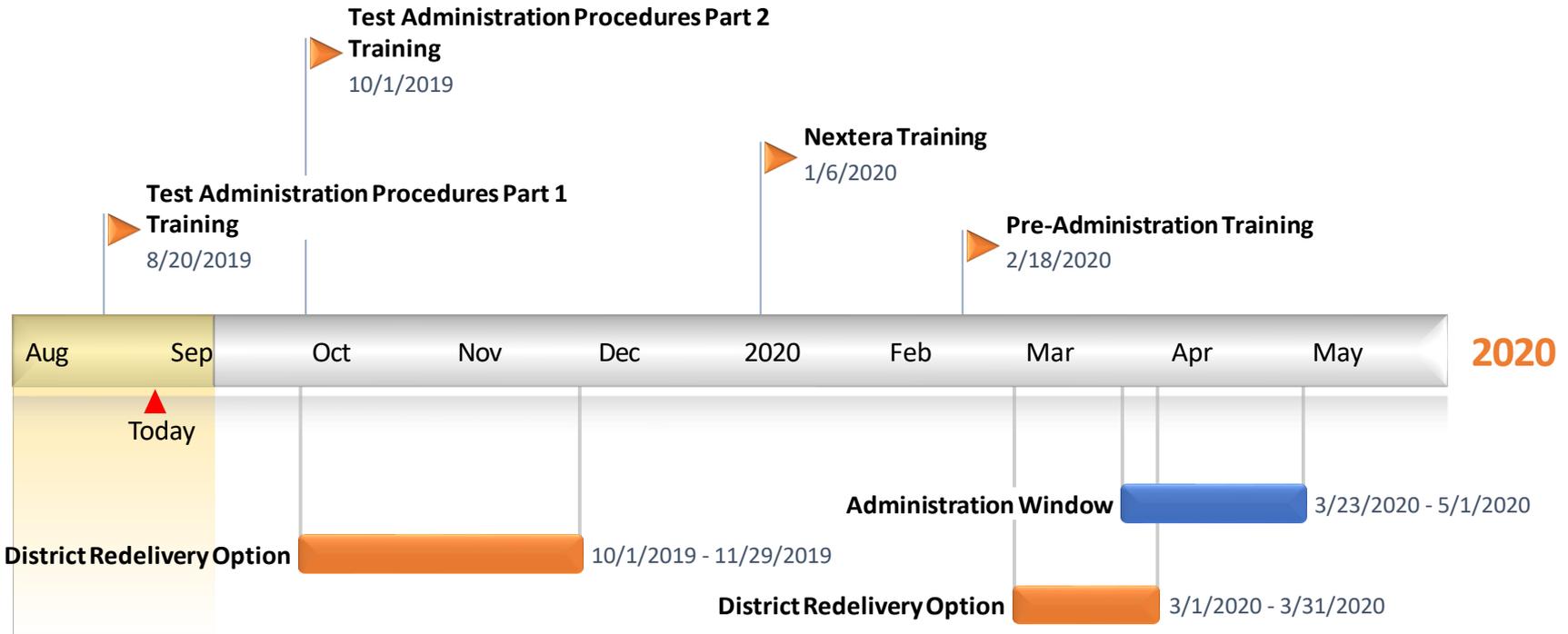
- Training
- Classroom Instruction and Support
- Use of Manipulatives
- Visual Impairments
- Auditory Impairments
- Resources

GAA 2.0 Training Series

	Date	Title	Time	Meeting Link
	8/20/2019	Test Administration Procedures Part 1: Assessing Students with Cognitive, Auditory, and Visual Impairments	2-4 p.m.	https://attendee.gotowebinar.com/register/6447874134775058435
	8/22/2019	Test Administration Procedures Part 1: Assessing Students with Cognitive, Auditory, and Visual Impairments	10 a.m.-12 p.m.	https://attendee.gotowebinar.com/register/7067744705654730755
	10/1/2019	Test Administration Procedures Part 2: District Training Plans, Preview of Secure Materials, and Stopping Rule	1-3 p.m.	https://attendee.gotowebinar.com/register/4340372028095917827
	10/3/2019	Test Administration Procedures Part 2, District Training Plans, Preview of Secure Materials, and Stopping Rule	10 a.m.-12 p.m.	https://attendee.gotowebinar.com/register/4279277664498567939
	1/16/2020	GAA 2.0 Nextera Platform Training	10 a.m.-12 p.m.	https://attendee.gotowebinar.com/register/6018095930198886401
	1/23/2019	GAA 2.0 Nextera Platform Training	1-3 p.m.	https://attendee.gotowebinar.com/register/5775671208460348417
	2/18/2020	GAA 2.0 Test Setup and Review of Nextera Online Platform	10 a.m.-12 p.m.	https://attendee.gotowebinar.com/register/4456667372966332929
	2/20/2020	GAA 2.0 Pre-Administration	10 a.m.-12 p.m.	https://attendee.gotowebinar.com/register/7133006218321953025

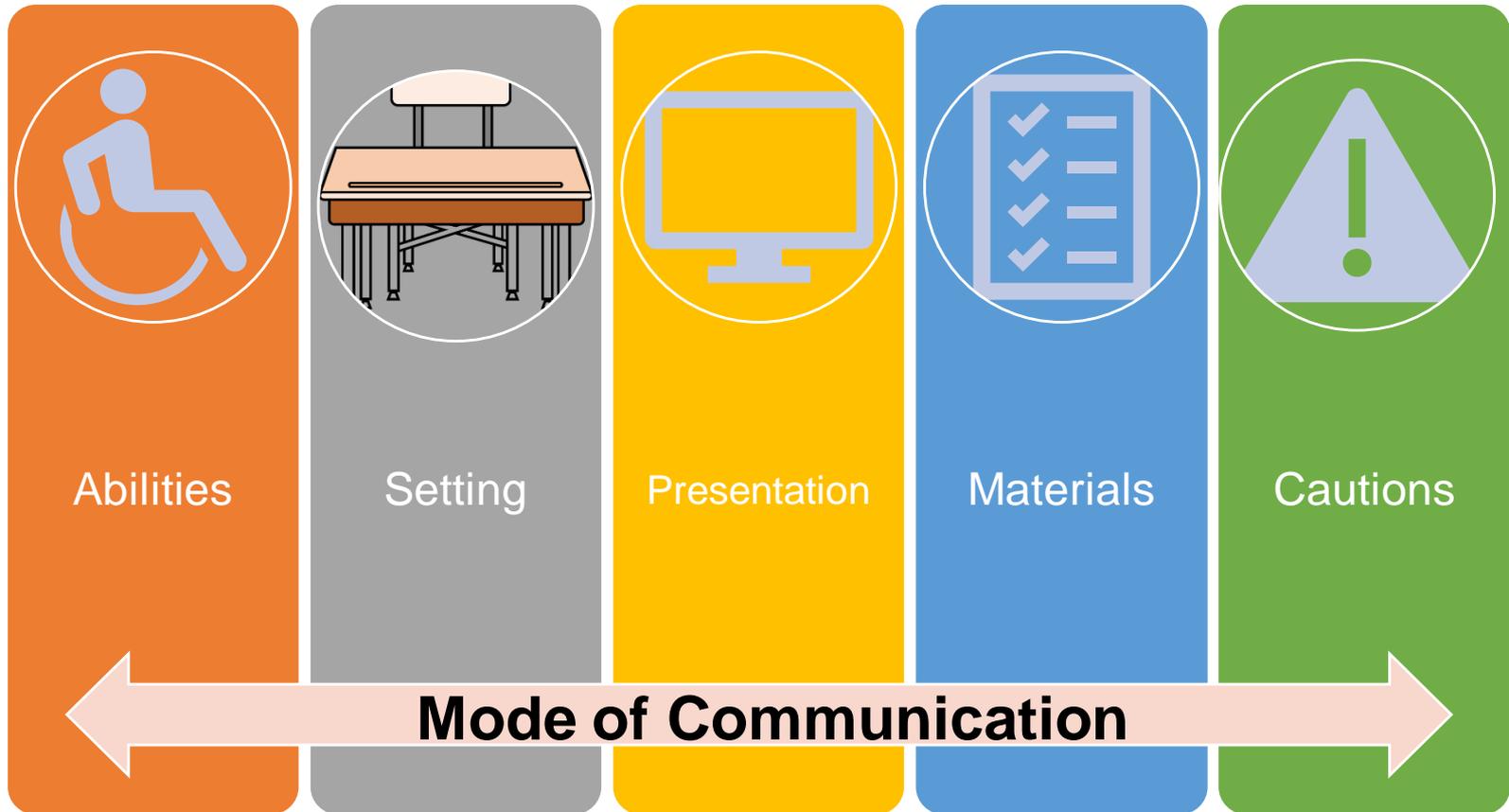
Focus on GAA 2.0

Possible District Training Redelivery



Instruction

Leading with Instruction



Assistive Technology Supports for Every Classroom

- Using the technology/AT that is currently in the classroom
- Text to Speech (TTS)
- Audiobooks and/or Digital Books
- Speech to Text (Dictation)
- Built in Accessibility Options
 - PC - Ease of Access
 - Mac Book - Accessibility Options
 - Mobile Devices – Accessibility Options
- Graphic Organizers
- Using Extensions and/or Add-ons with internet browsers
- Mobile Devices
- Visual Supports (classroom and/or behavior management)
- Closed Captioning

Numeracy Project

The braille version of Georgia's Numeracy Project (GloSS) is available from the Georgia Instructional Materials Center (GIMC). GaDOE Curriculum and GIMA are working closely together to ensure that our braille readers have the same opportunities as their age matched peers.

To order:

1. Login to the GIMC ordering system
2. Search for – “Georgia Numeracy Project”
3. Add the title to your bookbag
4. Complete the ordering process

Contact: Carson D. Cochran ccochran@doe.k12.ga.us

Instructional Support – Webinar Trainings

Instructional Support for Teachers of Students with Significant Cognitive Disabilities **new**

- Part 1 - Consistent Schedules Provide Classroom Structure Webinar
 - Consistent Schedules Webinar PowerPoint Presentation
 - Daily Schedule Checklist
 - Example Schedule Early ES Breakfast CBI
 - Schedule MS HS Follow Bell Schedule CBI
- Part 2 - Embedding IEP Skills into Curricular Activities Webinar
 - Embedding IEP Skills Webinar PowerPoint Presentation
 - Worksheet Embedding IEP Skills
 - Example Schedule Early ES Breakfast CBI
 - Schedule MS HS Follow Bell Schedule CBI

 [ID webpage](#)

Instructional Support – Face-to-Face Trainings

	Date	Title	Time	Meeting Location
	9/25/2019	Effective Instruction for Teachers of Students with Significant Cognitive Disabilities	8:30 am-3:30 pm	West Central GLRS 99 Brown School Drive Grantville, GA 30220
	10/16/2019	Effective Instruction for Teachers of Students with Significant Cognitive Disabilities	8:30 am-3:30 pm	Liberty County Performing Arts 2140 E Oglethorpe Hwy, Hinesville, GA 31313
	10/24/2019	Effective Instruction for Teachers of Students with Significant Cognitive Disabilities	8:30 am-3:30 pm	Pioneer RESA 1342 Hwy 254 Cleveland, GA 30528
	11/20/2019	Effective Instruction for Teachers of Students with Significant Cognitive Disabilities	8:30 am-3:30 pm	Southwest Georgia GLRS 915 S. McKinley St. Albany, GA 31701
	1/15/2020	Effective Instruction for Teachers of Students with Significant Cognitive Disabilities	8:30 am-3:30 pm	Oconee RESA 206 South Main Street Tennille, Georgia 31089

Participants should register for **ONE** session only. There is no fee for the training.

Additional Instructional Support



Georgia Department of Education

Division for Special Education
Services and Supports

Professional Learning **Assistive Technology**

Audience: Teachers of Students with Disabilities – Low Incidence
Space is limited to 60 participants each day.

When: September 23, 2019 or September 24, 2019

Time: 9:00 am – 3:00 pm

Where: Georgia Department of Education, Twin Towers, West Tower, Training Rooms A-C

Jennifer White
Professional Learning Opportunity

Please register using the link below
“Person Centered to Person Driven”
Click here 
<https://form.jotform.com/91784056621157>

“Person Centered to Person Driven – Successful Innovative Accommodations and Getting Students to Work”

This is an opportunity for educators that teach students with significant disabilities such as individuals with:

- Communication barriers (Nonverbal /Nonlinguistic)
- Behaviors (Self Injurious Behavior and/or aggression toward others)
- Low work motivation
- Finding activities that build skill and independence that are age appropriate



Jennifer White

Participants should register for **ONE** session only. There is no fee for the training. All Special Education teachers are welcome; however, the audience is intended for High School ID educators. Contact: Paula Gumpman pgumpman@doe.k12.ga.us

Georgia Vision Educators Statewide Training – GVEST



Click here to REGISTER NOW!

GVEST 2019

Focus on Success

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[Agenda and Program](#)

[Conference Overview & Special Presenters 2019](#)

[2018 Session Materials & Handouts](#)

October 16 – 18, 2019 Middle Georgia State University Call 478-471-2770

<http://www.gvest.org/registration-information.html>

Instructional Manipulatives for Science

- Use real life objects for students to touch and feel
- Place real life objects on top of an output device
- Audio books
- Raised-Line overlays
- Talking Digital Thermometer

Instructional Manipulatives for Social Studies

- Tactile maps
- Video's with descriptions
- Audio books
- Real money
- Real life objects for students to touch and feel

Georgia Alternate Assessment 2.0 (GAA 2.0) Test Design



Unique Administration Features

- Advanced preparation time
- Unlimited Pause and resume opportunities
- Repeat of test items
- 6 Week administration window
- Manipulatives
- Familiar response & presentation modes
- Individualized response time
- Use of reinforcement & refocusing strategies

Unique Test Features

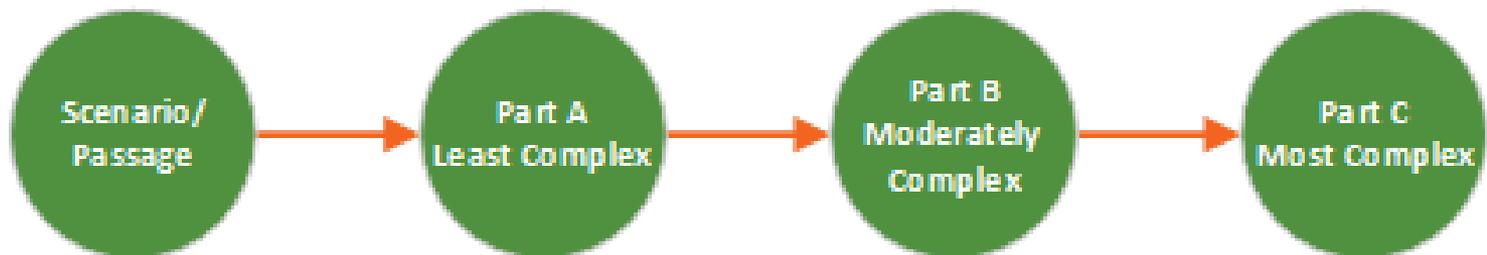
- Scenarios engage student interest and activate background knowledge
- Large simple graphics
- Accessible font size
- Scaffolding
- Short simple sentences
- Common proper names
- Directive questions

Indicating a Response

- Students should use the same response mode used in the classroom for the test.
 - Pointing to a response
 - Saying a response
 - Signing a response
 - Gazing at a response
 - Using switch to select a response

Test Format

- Each test has 11 tasks. Tasks begin with a scenario, followed by three parts that increase in complexity to give students the opportunity to show what they know and can do.





Manuals



- The new Accessibility and Accommodations manual contains allowable accommodations and administration procedures.
- Specific administration features are contained in the Test Administration Manual
- All examiners must follow the script provided in the Test Examiner Booklet.



Using Manipulatives During Test Administration



Manipulatives

- Classroom manipulatives are objects or tools that are used by students to independently respond to a task.
- Inappropriate Use
 - Placing a red button on the correct answer choice for each test item
 - Providing a new set of manipulatives to a student if the student does not provide the correct response the first time
 - Highlighting text, numbers, or figures from a passage or scenario in the Student's Test Booklet to help the student identify the correct answer
- Manipulatives are not secure material.

Manipulatives

- When selecting and using manipulatives on the GAA 2.0, examiners should:
 - ensure students use the identified manipulatives in daily instruction throughout the year;
 - ensure the objects allow students to participate meaningfully in both instruction and classroom assessments;
 - ensure the objects help students to produce an independent response; and
 - ensure the objects are not solely used for the GAA 2.0.

Manipulatives

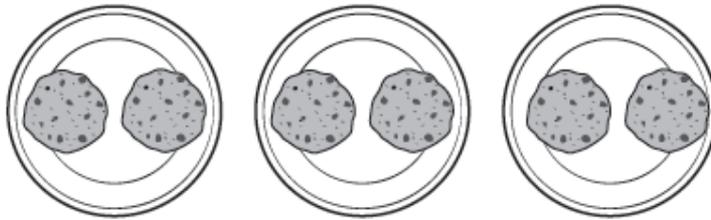
Test Examiner Booklet	Equivalent or Similar Manipulates
Geometric Shapes	<ul style="list-style-type: none">• Attribute blocks (that correspond to shapes in task)• Cut outs (that correspond to the shapes in the task)• Geoboard
Square, rectangle, or nets with unit squares	<ul style="list-style-type: none">• Geoboard
Data Graph (math, science)	<ul style="list-style-type: none">• Tactile graphs
Base Ten Blocks	<ul style="list-style-type: none">• Base ten blocks• Unifix cubes (tens and ones)

Sample Task 1 – Scenario

SAY: We use groups of objects to help us multiply.

DO: *Point to the plates.*

SAY: Here are three plates.



$$3 \times 2 = 6$$

DO: *Point to the two cookies on each plate.*

SAY: Each plate has two cookies. There are three groups of two cookies.

Sample Task 1 – Scenario (cont.)

DO: *Point to $3 \times 2 = 6$.*

SAY: **Three times two can help us find the total number of cookies. We can also show this with repeated addition.**

DO: *Point to the $2 + 2 + 2 = 6$.*

SAY: **We can write two plus two plus two equals six. This also shows three groups of two.**

$$2 + 2 + 2 = 6$$

DO: *Point to the six in each equation.*

SAY: **We get the same answer if we multiply or use repeated addition.**

Sample Task 1 - Part A

Part A: Low complexity content/High support

DO: *Point to the vases and two flowers in each vase.*

SAY: **James has four vases. Each vase has two flowers. We can use repeated addition to find the total number of flowers.**



SAY: **Show me the numbers you add to find how many flowers James has.**

DO: *Point to each answer option as you read it.*

SAY: **Four plus two. Two plus two plus two plus two.**

A

$$4 + 2$$

B

$$2 + 2 + 2 + 2$$

Sample Task 1 - Part A Scaffolding

Part A: Scaffolding Example

*If the student responds to Part A by selecting answer option B, record the student's response and then present **Part B**.*

If the student responds to Part A by selecting answer option A, record the student's response, provide the scaffolding below, and then ask the question again.

If the student does not respond to Part A, record "no response," provide the scaffolding below, and then ask the question again.

Use of Manipulatives

Can Do	Cannot Do
<ul style="list-style-type: none">• Orient student to objects (e.g., blocks or other counters).	<ul style="list-style-type: none">• Count for the student.
<ul style="list-style-type: none">• Place the counters on plates where student can see and/or feel the objects.	<ul style="list-style-type: none">• Guide them to the answer.
<ul style="list-style-type: none">• Remove manipulatives when they no longer are needed.	<ul style="list-style-type: none">• Place emphasis on any manipulative or object in such a manner that it would highlight the answer.

General Guidelines Accommodations and Administration Procedures



Administration Considerations

Provided support cannot compromise test constructs.

Examiners must avoid clueing, hinting, or leading the student to the answer.

- Examiner must present information uniformly, so the correct response is not emphasized over the other response choices.

Reinforcing and refocusing strategies cannot add language about the content of the test question.

Read- Aloud Guidelines

Numbers

- Examiners may read numbers as the numerals in order where the directions say, *“Point to the answer options, but do not read them.”*
 - For example, 562 should be read as “five six two.”

Graphics and Illustrations

- Examiners may read text that appears in graphics and illustrations from top to bottom, left to right.

Description of Graphics

- When a graphic is needed to answer the question, it is described in the task text or an additional “SAY” statement with a description of the image.
- When there is text introducing or describing a graphic, the graphics and text appear together in the Student Booklet.
- **Braille vendor ensures descriptions adhere to The Braille Authority of North America (BANA) standards.**
- Alternative Text is provided in Braille booklets for tables, charts, graphs, and other graphics as appropriate.
 - We are developing the process for test examiners to provide Alternate Text to students who need this resource.

Roles

Certified teachers and paraprofessionals who are familiar with the students may serve as test examiners and assistants.

Examiners and assistants can do the following:

- Prepare allowable accommodations,
- **Manipulate materials during test session,**
- Translate or sign information for the student, and
- provide behavior management.

Distribution of Manipulatives

Generally, manipulatives should be accessible to students when students need them for corresponding tasks as they would during instruction.

If an examiner knows that a student will be distracted if they place manipulatives on the student's work surface while they are reading a scenario or task part, they may not want to present the object(s) until the student has to solve the problem.

Supporting Students with Visual Impairments



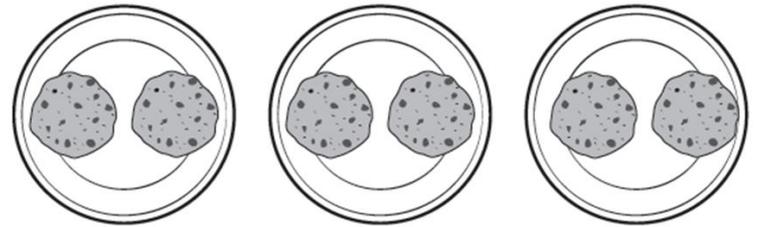
Color Overlays

- Examiner may create visual contrast in images or text by
 - Providing color overlays,
 - Using high-contrast or colored backgrounds to present text and images.
- Tests may not be scanned.



Presenting a Test Item

- Include tactile representation for the image with the student booklet
 - Must be related to the task and meaningful to the student.
- Pair items in the student book with objects of images.
 - Objects of the images must resemble as much as possible and be oriented the same way as in the Student Test Booklet.
- The presentation should only allow access to content but not clue the answer.



Enhance Image Outlines

- Test examiners may incorporate tactile graphics in image or text by
 - Increasing the weight of images or;
 - Applying texture enhancers such as, fabric or yarn
- Preparation time and the resulting quality of test materials must be considered before any adaptations are performed.

Enlarge Image or Text

- Test examiners may enlarge tasks by allowing student to use high- and low-tech devices, including:
 - White Boards or other electronic projection methods
 - Page or tracking magnifiers
 - Binoculars, monocular, loupes
- If content is projected on a White Board, all those that can view secure content must receive test security training.



Supporting Students with Auditory Impairments

Hearing Impairments

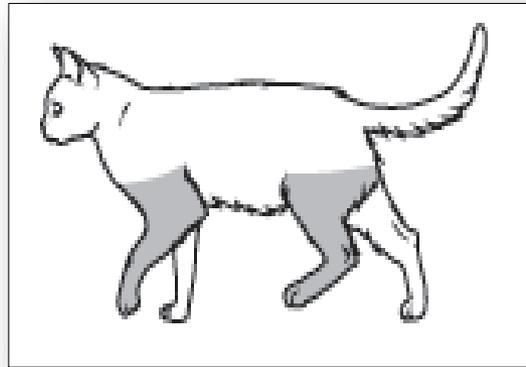
- The test examiner/sign language interpreter should review forms prior to test administration and make appropriate notes in the Test Examiner Booklet.
- The test examiner/sign language interpreter must not use cluing inflection.
- The test examiner/sign language interpreter must use consistent facial 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.

Hearing and Visual Impairments

- Passages, Scenarios, and graphic descriptions may be signed.
- Interpreters may use underhand signing as appropriate.
- Students may use familiar objects or manipulatives to access test content.

Present various sensory objects with images or text

- Texture



- Smell



Use of Physical Prompting

- The use of **directive physical prompting**, including hand-over-hand that leads the student to the correct answer, is not permitted.
- Directive physical prompting does not allow the student to independently show what they know and can do.

Use of Physical Prompting

- 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.

Resources



*Offering a holistic education to **each and every child** in our state.*

Special Accommodation Requests

- We want to ensure all students have equitable access to all test items.
- Special Education Directors and System Test Coordinators should determine if a student has a unique need that is not addressed by the list of Allowable Accommodations.
- If necessary, System Test Coordinators should submit a Special Accommodation Request no later than 6 weeks prior to the start of the test administration window.
- System Test Coordinators and Special Education Directors are encouraged call the Assessment Division to discuss questions regarding the accessibility needs of one or more students.

Administration Checklist for Examiners

Before Test Administration

- Read Test Administration Manual
- Attend all trainings
- Understand the Stopping Rule as articulated by GaDOE
- Develop a plan to administer test items to each student, ensuring testing is completed by May 1, 2020
- Prepare test materials according to guidance provided by the GaDOE
- Gather relevant tactile symbols, graphics and manipulatives
- **Determine the best positioning for the student that will allow him or her to select a response option and manage fatigue**
- Provide the student practice in selecting an answer from two or three choices using specific tactile symbols or objects that represent response options or generic tactile symbols or objects that represent response choices a, b, and c

Administration Checklist for Examiners

During Testing

Use strategies that are already being used successfully with the student:

- Item positioning/placement
 - Response options must be arranged as they are presented in student booklet.
 - Examiner may organize response choices from left to right for students with eye gaze accommodation.
- Student seating/positioning for optimal access to test content and manipulatives
- Familiar tactile symbols (e.g., piece of fur to represent a cat) and/or manipulatives
- Use the same response wait time as used during instruction.

After Test Administration

- Return all printed copies of the Test Examiners Booklets, Test Examiners Manuals, and Student Test Booklets to School Test Coordinator
- Ensure all student responses are transcribed accurately in Nextera

Student Response Template

Planning for Student Response

Conduct a Student Response Check.

Student Name	Verbal Speech	Signing	Pointing/ Gesture/ Touching	AAC

Presentation Template

Student Name: _____

Grade: _____ ELA: _____ Mathematics: _____ Science: _____ Social Studies: _____

Planning for Graphics

Graphic page #s in TEB	Braille	Tactile symbols/ Graphics	Visual contrast	Object replacement	Other

Sign Language Template

Student Name: _____

Grade: _____ ELA: _____ Mathematics: _____ Science: _____ Social Studies: _____

Planning for Sign Language

Page #s in TEB	Words that require fingerspelling	Phrases that require signing in English word order	Names that do not have a sign name

GAA 2.0 Resources

Available on the GAA 2.0 website

- Eligibility Criteria for Participation on GAA 2.0
- Blueprints
- Extended Standards
- Sample Tasks
- Accessibility and Accommodations Manual
- Achievement Level Descriptors

New 2020 Features

- Student Booklets will be color coded by content area
- Turn the page directions in Test Examiners Booklet
- Nextera transcription interface will better align to response document
- Response documents will be color coded to match student booklets
- Additional Nextera training modules

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GEORGIA'S FUTURE**

