

GAA 2.0 Test Administration Procedures

Assessment Training Questions Log: <https://forms.office.com/r/Eg5LLdHXWX>

Welcome!

Teams Toolbar Options

Post questions throughout the webinar using this link. This link will be on every slide.

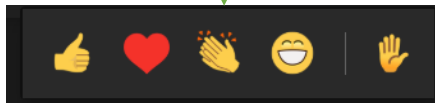
Disconnect from the Meeting



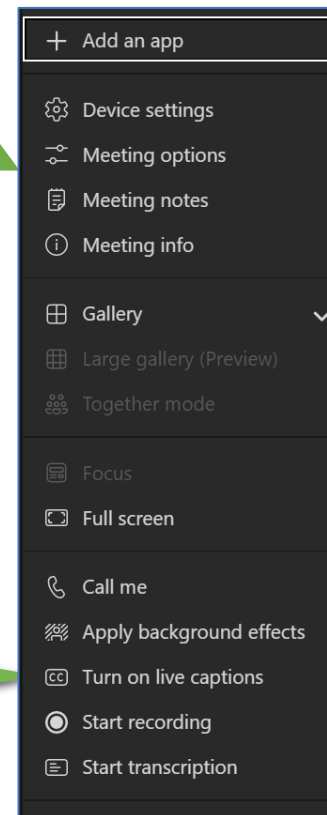
Show Participants

Team Notifications

More Actions



Live closed captions for yourself only
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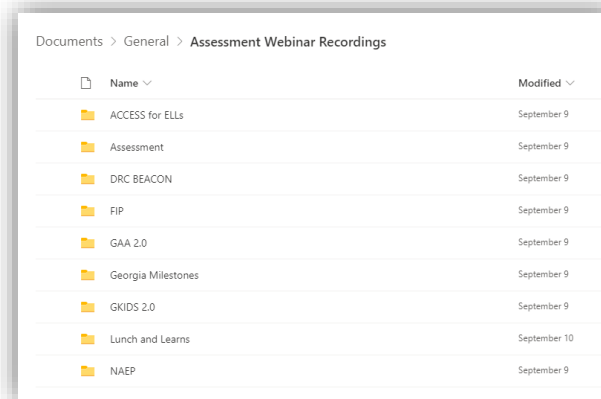
If you experience audio problems, enter your phone number to change audio from the computer to your phone.
(option only available in the Teams app)

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Webinar Recordings

- This PPT is currently found on the Resources webpage.
- Recordings are now shared through a single link that takes you to a folder of prior webinars.
- Recordings are available a day after the live session.
- The link to the webinar recording folder will be available within the Assessment Update.
- [Webinar Recordings](#)



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Thursday, 2/3/2022

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Agenda

- Overview
- Participants
- Materials and Test Design
- Administration Procedures
- Responsibilities
- Resources

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Overview

Assessment Purpose

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Georgia Alternate Assessment 2.0



- GAA 2.0 measures the academic achievement of students with significant cognitive disabilities in grades 3-8 and high school.
 - Aligns to the Georgia Standards of Excellence
 - Has standardized tasks and scripts with multiple access points and scaffolding
 - Administered individually

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Content Area Tests

Grade	ELA	Math	Science	Social Studies
3	X	X		
4	X	X		
5	X	X	X	
6	X	X		
7	X	X		
8	X	X	X	X
HS*	X	X	X	X

****Seniors who did not take the assessment as juniors in 2020-21 must make-up the assessment this year.***

Participants

Eligibility Criteria

LCI

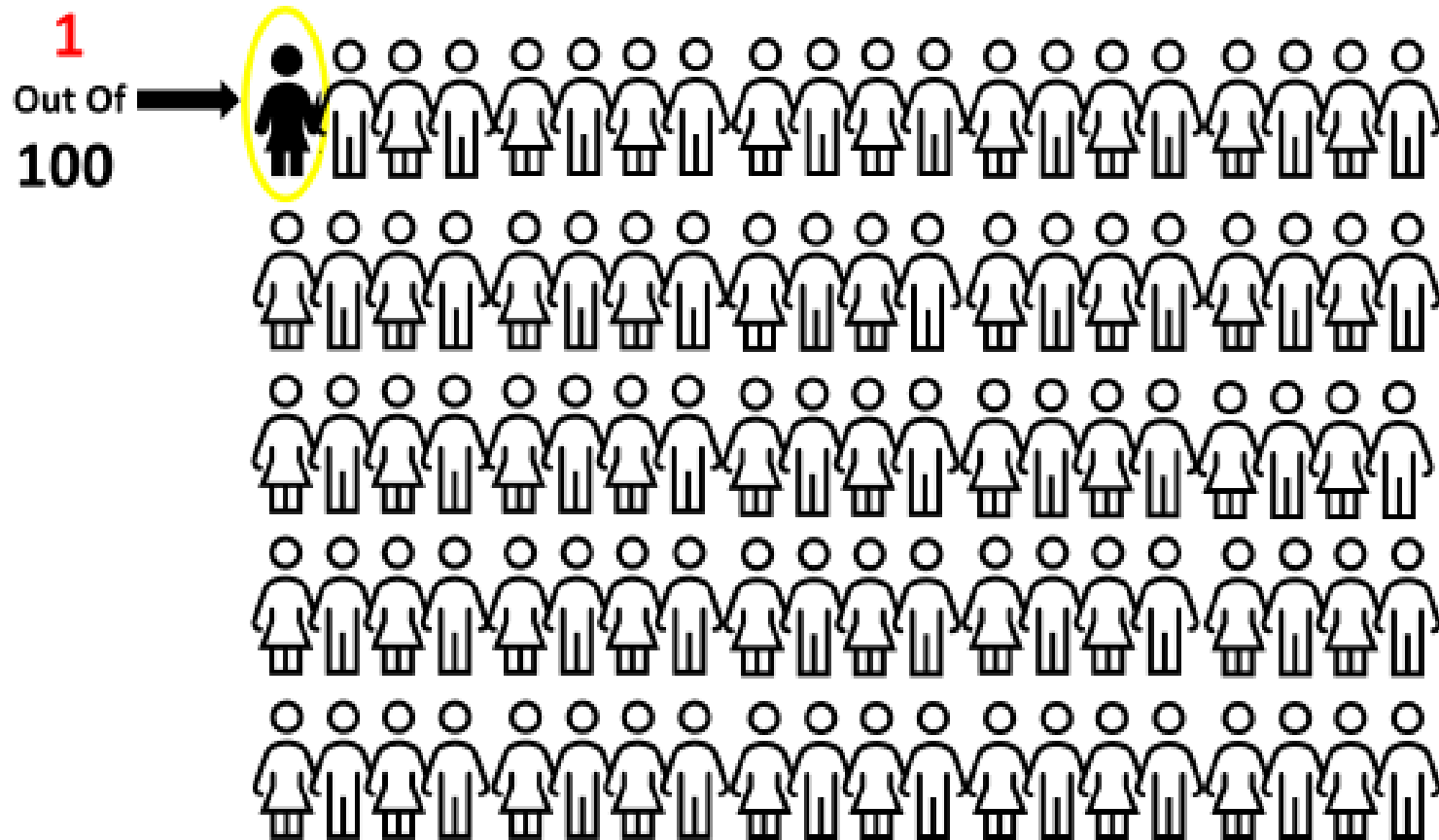


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Significant Cognitive Disability

1% Community



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GAA 2.0 Participants Eligibility Criteria

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

- Self-Contained Classroom
- School Campus

Does the student have a significant cognitive disability?

- Review of student records indicates a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior

Does the student require specialized supports to access and participate in the grade-level GSE that require modifications based on the student's Present Level of Academic Achievement and Functional performance (PLAAFP)

- The student is learning content linked to Georgia's State Adopted Content Standards for Students with Significant Disabilities
- The student requires extensive, repeated individualized instruction and support that is not of a temporary or transient nature
- Uses substantially adapted materials and individualized methods of accessing information in alternative ways

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

- Language, reading and writing, money, time, number concepts
- Interpersonal skills, social responsibility self-esteem, gullibility, follows rule/obeys laws, avoids being victimized, social problem solving
- Activities of daily living (personal care), occupational skills, use of money, safety, health care, travel/transportation, schedules/routines, use of telephone

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Learner Characteristics Inventory (LCI)

Learner Characteristics Inventory (LCI)

Expressive Communication (check the best description)

☐ Uses symbolic language to communicate: Student uses verbal or written words, signs, Braille, or language-based augmentative systems to request, initiate, and respond to questions, describe their interests, and answer refusal.

☐ Uses intentional communication: Student uses gestures, facial expressions, or other nonverbal cues to indicate intent.

☐ Student communicates primarily through pictures, signs, or other nonverbal means.

Receptive Language

☐ Independent communication: Student may be spontaneous and does not require additional cues.

☐ Requires a demonstration of the meaning of the communication.

☐ Alerts to the meaning of the communication BUT requires additional cues.

☐ Uncertain or inconsistent response to communication.

Reading (check the best description)

☐ Reads fluently and accurately: Student reads fact/opinion passages.

☐ Reads fluently and accurately: Student reads passages.

☐ Reads basic print or Braille: Student reads basic print or Braille.

☐ Aware of the meaning of the story from the beginning to the end.

☐ No observable reading skills.

Mathematics (check the best description)

☐ Applies computational procedures to solve real-life or routine word problems from a variety of contexts.

☐ Does computational procedures with or without a calculator.

☐ Counts with 1:1 correspondence to at least 10, and/or makes numbered sets of items.

☐ Counts by rote to 5.

☐ No observable awareness or use of numbers.

Augmentative Communication System

Does your student use an augmentative communication system in addition to or in place of oral speech?

☐ Yes

☐ No

Health Issues/Attendance (check the best description)

☐ Attends at least 90% of school days.

☐ Attends approximately 75% of school days; absences primarily due to health issues.

☐ Attends approximately 50% or less of school days; absences primarily due to health issues.

☐ Receives Homebound Instruction due to health issues.

☐ Highly irregular attendance or homebound instruction due to issues other than health.

Engagement (check the best description)

☐ Initiates and sustains social interactions.

☐ Responds with social interaction, but does not initiate or sustain social interactions.

☐ Alerts to others.

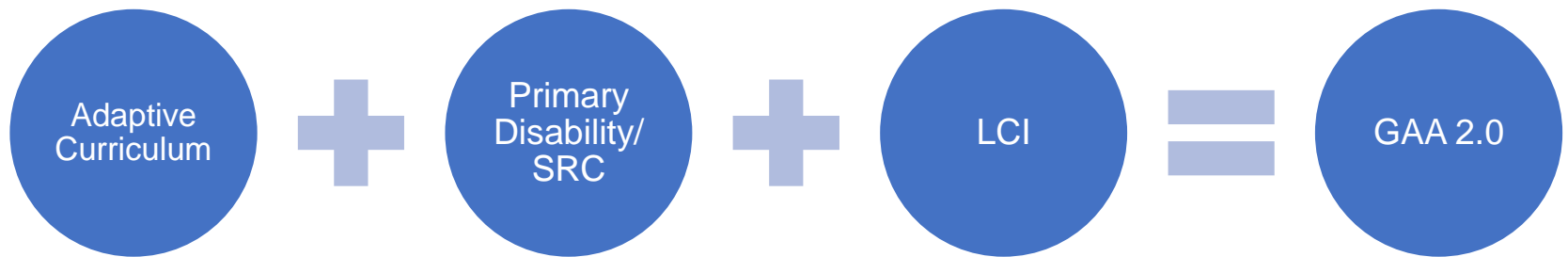
☐ Does not alert to others.

- Must be completed before administering GAA 2.0
- Must be entered into Nextera Admin before testing students
- Must be consistent with use of the “Stopping Rule”

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Assessment Placement Decision





Test Examiner Requirements

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Georgia Test Examiners

Student Assessment Handbook pp.39-40

As required by State Board Rule 160-3-1-.07, certified educators (teachers, interpreters, counselors, administrators, and paraprofessionals) must administer all state-mandated assessments. The term Certified Educator in this statement is defined as those educators directly involved with the instruction of students, and who must hold a clearance certificate as defined by the GaPSC. Educators without Georgia certification from the GaPSC must not administer state assessments. Local systems must be mindful of certificate expiration dates and ensure that all examiners possess a valid/unexpired certificate at the time of test administration.

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GAA 2.0 Examiner Requirements



- Examiners must be GaPSC certified educators familiar with the student.
 - Communication system
 - Response modes
 - Instructional needs



Materials and Test Design

Test Examiner Booklet

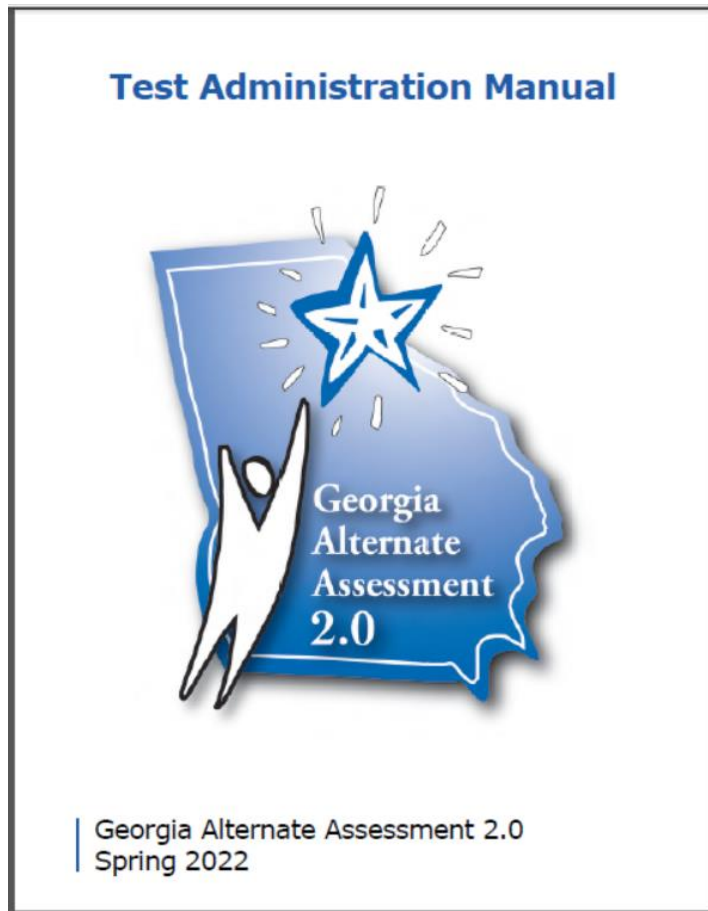
Student Test Booklet

Student Response Booklet

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Test Administration Manual (TAM)

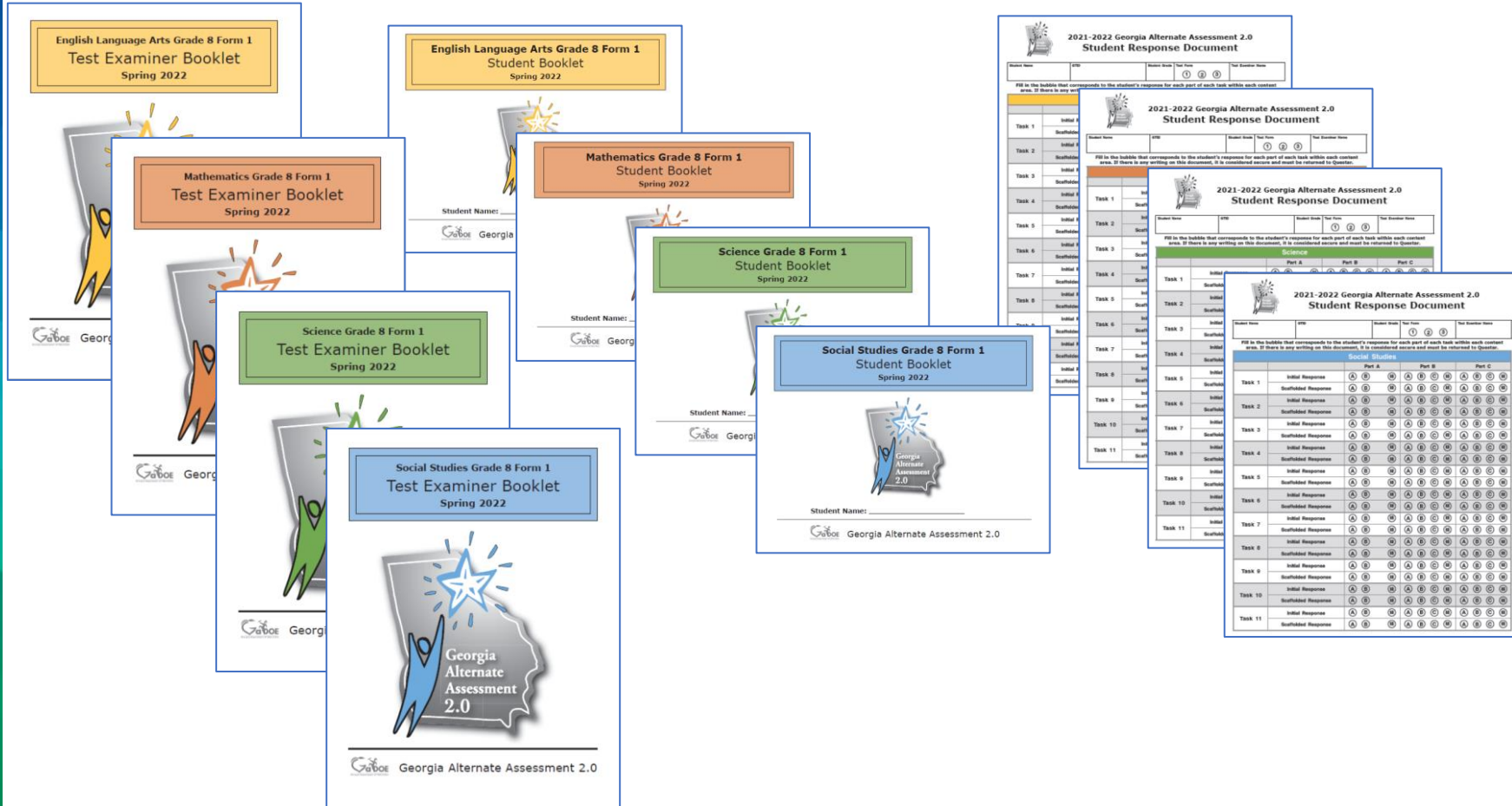


- Outlines the procedures that must be followed during the testing window
- Defines Roles and Responsibilities
- Test Examiners must understand manual content

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GAA 2.0 Test Materials

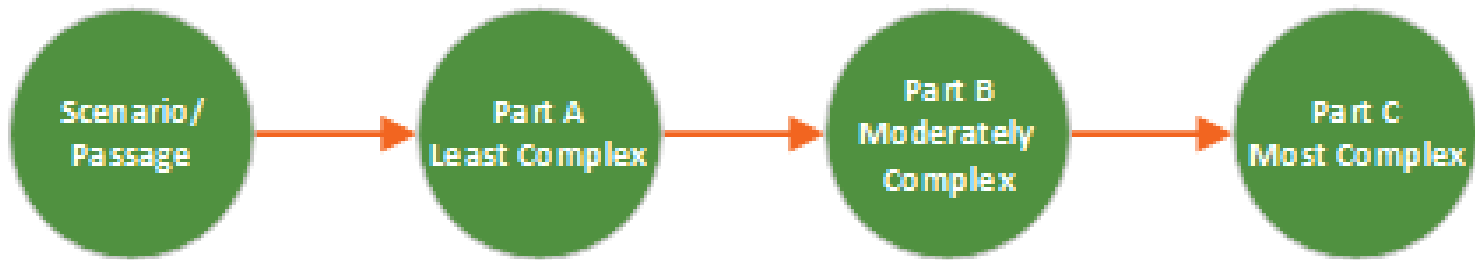


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Test Format

- 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.



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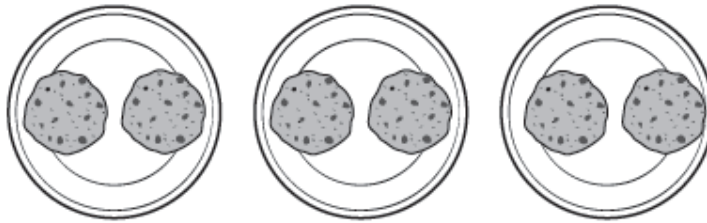
Assessment Training Questions Log: <https://forms.office.com/r/Eg5LLdHXWX>

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.

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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.

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Assessment Training Questions Log: <https://forms.office.com/r/Eg5LLdHXWX>

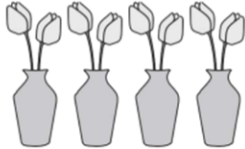
Sample Task 1 – Part A


Mathematics Grade 3 **Task 1**

Part A. Low complexity/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 $2 + 2 + 2 + 2$

8

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Mathematics Grade 3 **Task 1 Part A1**



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3

Mathematics Grade 3 **Task 1 Part A2**

A $4 + 2$

B $2 + 2 + 2 + 2$

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4

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ELA Passages

English Language Arts Grade 8

Task 4

Scenario: Solar Energy

DO:

If you read "Solar Energy" in the previous task,

SAY:

We read a text called "Solar Energy." Let's read it again.

DO:

If you did NOT read "Solar Energy" in the previous task,

SAY:

We are going to read a text. The title of the text is "Solar Energy."

DO:

Point to the pictures as you read the text.

SAY:

After we read, you will write a report about solar energy.

DO:

Point to the pictures as you read the text.

SAY:

People use electricity to provide power for many things. Without electricity, our homes would be dark. There would be many things we wouldn't be able to use. We would not be able to turn on the lights or the computer. The washing machine would not work, and neither would the refrigerator. Our need for electricity grows every day.

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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.

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Administration Procedures

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Transcription

 **2021-2022 Georgia Alternate Assessment 2.0**
Student Response Document

Student Name	G710	Student Grade	Test Form	Test Examiner Name
			① ② ③	

Fill in the bubble that corresponds to the student's response for each part of each task within each content area. If there is any writing on this document, it is considered secure and must be returned to Questar.

English Language Arts				
		Part A	Part B	Part C
Task 1	Initial Response	<input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
	Scaffolded Response	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
Task 2	Initial Response	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
	Scaffolded Response	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
Task 3	Initial Response	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
	Scaffolded Response	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
Task 4	Initial Response	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
	Scaffolded Response	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
Task 5	Initial Response	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
	Scaffolded Response	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
Task 6	Initial Response	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
	Scaffolded Response	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
Task 7	Initial Response	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
	Scaffolded Response	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
Task 8	Initial Response	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
	Scaffolded Response	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
Task 9	Initial Response	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
	Scaffolded Response	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
Task 10	Initial Response	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
	Scaffolded Response	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
Task 11	Initial Response	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
	Scaffolded Response	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D

Online Demo Session 1 Review & Submit Task 1

English Language Arts
Grade 8
Task 1

Part A

	Choice A	Choice B	No Response
Initial Response		<input checked="" type="checkbox"/>	
Scaffolded Response	<input checked="" type="checkbox"/>		

Part B

	Choice A	Choice B	Choice C	No Response
Initial Response	<input checked="" type="checkbox"/>			
Scaffolded Response			<input checked="" type="checkbox"/>	

Part C

	Choice A	Choice B	Choice C	No Response
Initial Response		<input checked="" type="checkbox"/>		
Scaffolded Response				<input checked="" type="checkbox"/>

zoom bookmark note highlighter answer eliminator line-reader dictionary

Students' answers must be transcribed into Nextera TDS.

GAA 2.0 Test Administration Procedures

Assessment Training Questions Log: <https://forms.office.com/r/Eg5LLdHXWX>

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.

Repeat Items

- Examiners may repeat questions, as necessary.

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Scheduling Sessions



Preview and prepare test material.



Use entire test window to complete a content area test.



Provide unlimited pause and resume opportunities.



Provide individualized response time.



Administer all content area tasks sequentially.

Reinforcing and Refocusing

- Reinforcing and refocusing strategies cannot add language about the content of the test question.
 - Examiners can ask students to pay attention.
 - Examiners can give the students a snack when they have completed a section.

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

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 if 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 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.

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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;
 - the objects allow students to participate meaningfully in both instruction and classroom assessments;
 - the objects help students to produce an independent response; and
 - the objects do not hint or clue the answer.



Manipulatives

- Inappropriate use of manipulatives
 - 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

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Assessment Training Questions Log: <https://forms.office.com/r/Eg5LLdHXWX>

Stopping Rule

- Test Examiners are expected to follow the script from beginning to end for All students.
- Test Examiners may implement the stopping rule after **ALL PARTS of two tasks** have been administered to those students who do not have an established communication system.
 - Complete the following steps:
 1. Report the situation to the School Test Coordinator.
 2. Under the student's profile in Nextera Admin, the System Test Coordinator or School Test Coordinator will update the Status Code to 'Stopping Rule'.
- The absence of a communication system must be documented.
- The stopping rule should not be applied based on a student's behavior, frustration level, or knowledge of the content.
- When unexpected events occur, Test Examiners must contact their School Test Coordinator.

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.
- Examiners may pause testing to take a break at any time, planned or unplanned.
- Examiners should not stop testing because a student will not respond to one part of a task.

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Documenting Stopping Rule


- Record on the Student Response Document (SRD) that 6 parts (2 **consecutive** tasks with 3 parts each) were administered and there was no response (NR) to each part. The remainder of the SRD will be blank.
- Record the student responses in Nextera TDS (this will be NR for the first six parts, and the remainder will be blank).

 **2019-2020 Georgia Alternate Assessment 2.0 Student Response Document**

Student Name	GTD	Student Grade	Test Form ① ② ③	Test Examiner Name
--------------	-----	---------------	--------------------	--------------------

Fill in the bubble that corresponds to the student's response for each part of each task within each content area. If there is any writing on this document, it is considered secure and must be returned to Questar.

Social Studies				
		Part A	Part B	Part C
Task 1	Initial Response	(A) (B) <input checked="" type="radio"/>	(A) (B) (C) <input checked="" type="radio"/>	(A) (B) (C) <input checked="" type="radio"/>
	Scaffolded Response	(A) (B) <input checked="" type="radio"/>	(A) (B) (C) <input checked="" type="radio"/>	(A) (B) (C) <input checked="" type="radio"/>
Task 2	Initial Response	(A) (B) <input checked="" type="radio"/>	(A) (B) (C) <input checked="" type="radio"/>	(A) (B) (C) <input checked="" type="radio"/>
	Scaffolded Response	(A) (B) <input checked="" type="radio"/>	(A) (B) (C) <input checked="" type="radio"/>	(A) (B) (C) <input checked="" type="radio"/>
Task 3	Initial Response	(A) (B) (NR)	(A) (B) (C) (NR)	(A) (B) (C) (NR)
	Scaffolded Response	(A) (B) (NR)	(A) (B) (C) (NR)	(A) (B) (C) (NR)
Task 4	Initial Response	(A) (B) (NR)	(A) (B) (C) (NR)	(A) (B) (C) (NR)
	Scaffolded Response	(A) (B) (NR)	(A) (B) (C) (NR)	(A) (B) (C) (NR)
Task 5	Initial Response	(A) (B) (NR)	(A) (B) (C) (NR)	(A) (B) (C) (NR)
	Scaffolded Response	(A) (B) (NR)	(A) (B) (C) (NR)	(A) (B) (C) (NR)
Task 6	Initial Response	(A) (B) (NR)	(A) (B) (C) (NR)	(A) (B) (C) (NR)
	Scaffolded Response	(A) (B) (NR)	(A) (B) (C) (NR)	(A) (B) (C) (NR)
Task 7	Initial Response	(A) (B) (NR)	(A) (B) (C) (NR)	(A) (B) (C) (NR)
	Scaffolded Response	(A) (B) (NR)	(A) (B) (C) (NR)	(A) (B) (C) (NR)
Task 8	Initial Response	(A) (B) (NR)	(A) (B) (C) (NR)	(A) (B) (C) (NR)
	Scaffolded Response	(A) (B) (NR)	(A) (B) (C) (NR)	(A) (B) (C) (NR)
Task 9	Initial Response	(A) (B) (NR)	(A) (B) (C) (NR)	(A) (B) (C) (NR)
	Scaffolded Response	(A) (B) (NR)	(A) (B) (C) (NR)	(A) (B) (C) (NR)
Task 10	Initial Response	(A) (B) (NR)	(A) (B) (C) (NR)	(A) (B) (C) (NR)
	Scaffolded Response	(A) (B) (NR)	(A) (B) (C) (NR)	(A) (B) (C) (NR)
Task 11	Initial Response	(A) (B) (NR)	(A) (B) (C) (NR)	(A) (B) (C) (NR)
	Scaffolded Response	(A) (B) (NR)	(A) (B) (C) (NR)	(A) (B) (C) (NR)



Supporting Students with Complex Sensory Needs



GAA 2.0 Test Administration Procedures

Assessment Training Questions Log: <https://forms.office.com/r/Eg5LLdHXWX>

Braille Kit

Standard Material

- Test Examiner Booklet
- Student Booklet
- Student Response Document

Braille Booklet

- Teacher Notes
- Table of Contents

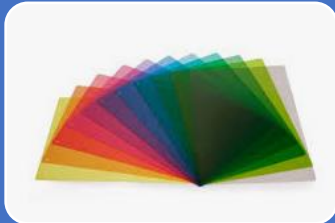
Administration Guide

- Description of Braille Kit
- Administration Directions

GAA 2.0 Test Administration Procedures

Assessment Training Questions Log: <https://forms.office.com/r/Eg5LLdHXWX>

Plan for Graphics



Create Visual Contrast

- Color Overlays
- High contrast backgrounds to present text and images



Enlarge Image and Text

- White Boards or other electronic projection methods
- Page or tracking magnifiers
- Binoculars, monocular, loupes



Incorporate Tactile

- Increasing the weight of images
- Applying texture enhancers

GAA 2.0 Test Administration Procedures

Assessment Training Questions Log: <https://forms.office.com/r/Eg5LLdHXWX>

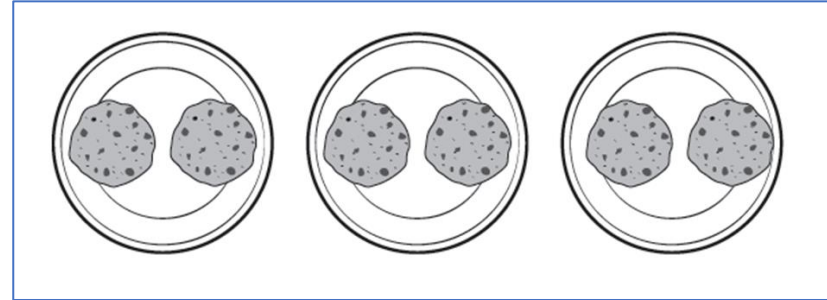
Plan for Graphics



Include tactile representation and pair with the image with the student booklet



Must be related to the task and meaningful to the student



Objects must resemble as much as possible graphics in the Student Test Booklet and be oriented the same way as in the Student Test Booklet.



GAA 2.0 Test Administration Procedures

Assessment Training Questions Log: <https://forms.office.com/r/Eg5LLdHXWX>

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.
- The use of **directive physical prompting**, including hand-over-hand that leads the student to the correct answer, is not permitted.

GAA 2.0 Test Administration Procedures

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Object Replacement



Use actual objects specified whenever possible.



Use objects that can easily be manipulated.



Use objects that stand for things like blocks.



When several object are needed, ensure they are similar.



Ensure shapes are accurate.

GAA 2.0 Test Administration Procedures

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Special Accommodation Requests



- 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.
- System Test Coordinators should submit a Special Accommodation Request no later than six weeks prior to the start of the test administration window.

Responsibilities

Test Security

Examiner Checklists



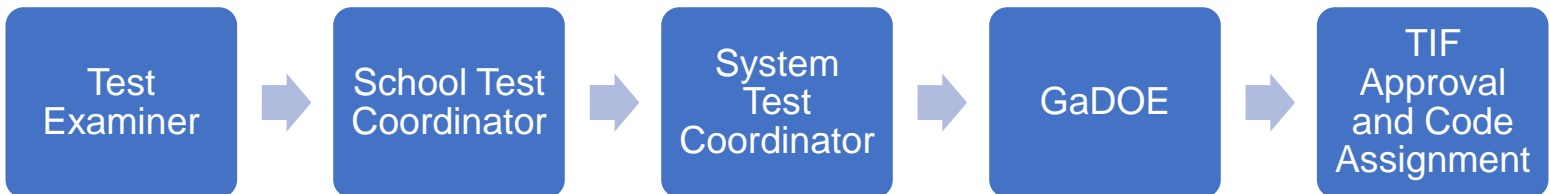
GAA 2.0 Test Administration Procedures

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Test Security

Reporting of Irregularities – SAH pp. 17-30

- Test examiners must follow protocol as they become aware of testing irregularities.
- Signs of any testing irregularity must be dealt with immediately.
- All irregularities must be reported to the School Test Coordinator.
- After review, the GaDOE will provide guidance to System Test Coordinator.



GAA 2.0 Test Administration Procedures

Assessment Training Questions Log: <https://forms.office.com/r/Eg5LLdHXWX>

Before Testing

- Attend all trainings.
- Confirm receipt of test material.
- Read Test Administration Manual.
- Provide LCI to School Test Coordinator.
- Understand the Stopping Rule as articulated by GaDOE.
- Gather relevant tactile symbols, graphics and manipulatives.
- Prepare test materials according to guidance provided by the GaDOE.
- Verify the class has been setup correctly in Nextera Admin by reviewing roster.
- Develop a plan to administer test items to each student, ensuring testing is completed by April 29, 2022.
- **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.

GAA 2.0 Test Administration Procedures

Assessment Training Questions Log: <https://forms.office.com/r/Eg5LLdHXWX>

During Testing

- Provide documented accommodations.
- Follow the script.
- Accept all purposeful responses.
 - Response options must be arranged as they are presented in student booklet.
 - Organize response choices from left to right for students with eye gaze accommodation.
- Arrange student seating for optimal access to test content and manipulatives.
- Use the same response wait time as used during instruction.
- Notify School Test Coordinator of situations involving stopping Rule.



GAA 2.0 Test Administration Procedures

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After Testing

- Complete *Validation Form for Transcription of Answer Documents*.
- Ensure all student responses are transcribed accurately in Nextera TDS.
- Ensure all parts of disassembled student booklets are returned to School Test Coordinator.
- Return all Test material to School Test Coordinator.

GAA 2.0 Test Administration Procedures

Assessment Training Questions Log: <https://forms.office.com/r/Eg5LLdHXWX>

Resources



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

GAA 2.0 Test Administration Procedures

Assessment Training Questions Log: <https://forms.office.com/r/Eg5LLdHXWX>

Spring 2022 Key Dates

Prior to Testing

GAA 2.0 Test Administration
Procedures Training

February 3, 2022

Pre-Administration Training

February 17, 2022

Test Window

Spring 2022 Test Administration

March 21–April 29, 2022

After Testing

Final Deadline to Return
Materials to Questar

May 9, 2022

GAA 2.0 Test Administration Procedures

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GAA 2.0

Web-based Resources and Training



Teacher Resources

- Sample Tasks
- Vocabulary Lists
- Extended Content Standards
- Test Blueprints
- Test Administration Manuals



Forms

- Learner Characteristics Inventory (LCI)
- Eligibility Criteria



Technology

- Nextera Set-up and Installation Guide

Significant Cognitive Disability Resources

[Significant Cognitive Disabilities \(SCD\) \(gadoe.org\)](https://gadoe.org)



Teacher Resources

- 2021-2022 PL Significant Cognitive
- State Defined Alternate Diploma
- Curriculum Resources for Students with Significant Cognitive Disabilities
- GAA 2.0 Extended Content Standards 2021-2022
- Instructional Support for Teachers of Students with Significant Disabilities

GAA 2.0 Test Administration Procedures

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